Milestones

Teacher's Edition



- Embedded Pacing Guides
- Differentiated Instruction strategies
- Staff Development Handbook
- Review and Reassess suggestions
- Explicit and systematic teaching suggestions for every lesson

Milestones ©

Teacher's Edition

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Milestones C
Teacher's Edition

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ISBN-13: 978-1-4240-0892-6

ISBN-10: 1-4240-0892-1

Heinle
25 Thomson Place
Boston, Massachusetts 02210
USA

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

Visit Heinle online at **elt.heinle.com**
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Printed in Canada
1 2 3 4 5 6 7 12 11 10 09 08

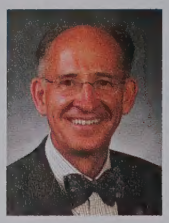
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Program Authors



NEIL ANDERSON

Dr. Neil J. Anderson received his Ph.D. from the University of Texas at Austin, where he specialized in research in the teaching of reading. He has done significant work in the area of reading comprehension, reading strategies, and fluency. He has published several books in this area and continues to actively research and publish.

Dr. Anderson has been teaching English and teachers of English for over twenty-five years. He is a professor in the Department of Linguistics and English Language at Brigham Young University in Salt Lake City, Utah. He has received many awards for outstanding teaching and believes that everyone can learn to be a good reader.

Dr. Anderson helped to establish the pedagogical framework of the *Milestones* program with a particular focus on reading strategies and reading fluency.



JILL KOREY O'SULLIVAN

Jill Korey O'Sullivan holds a Master's Degree in Education from Harvard University. Her specific area of research and interest is language and literacy. Ms. Korey O'Sullivan is an experienced author and editor of educational materials with a background in curriculum development and teaching. She has taught and developed materials for students of a broad range of levels and in a variety of educational settings, including kindergarten, middle school, and community college programs.

Ms. Korey O'Sullivan has brought her classroom experience and creativity to the writing of several textbooks and has served as editor on many publications in the field of English language learning.

She helped to establish the pedagogical framework of the *Milestones* program, incorporating the latest in research and pedagogy.

The students she has taught and the students who use her materials serve as her inspiration.



JENNIFER TRUJILLO

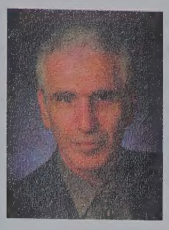
Jennifer Trujillo received her Ed.D. in Educational Leadership and Change from Fielding Graduate University, Santa Barbara, CA. Dr. Trujillo grew up in a home where another language besides English was spoken. Her family moved back and forth between her mother's homeland and the United States. Her dedication to reading led her to earn degrees and teaching credentials in English from Fort Lewis College and Reading from the University of Northern Colorado. She has been an ESL educator for fourteen years.

She is currently a professor in the Teacher Education Department at Fort Lewis College in Durango, Colorado. Her areas of specialization are reading and writing, ESL, home-school partnerships, professional development, cognitive coaching, differentiated instruction, and diversity training.

Dr. Trujillo feels strongly about the importance of culturally responsive and universally relevant readings, with challenging activities, to help all students succeed. To that end, she helped to establish the pedagogical framework of the *Milestones* program and provided valuable feedback on each of the reading selections to ensure culturally responsive instruction for the pre- and post-reading activities.

***Milestones* is dedicated to Joe Dougherty. Your leadership, dedication, and friendship made this series possible.**

Program Advisors



ROBERT J. MARZANO, Ph.D., Vocabulary Advisor

Dr. Robert J. Marzano is president and founder of Marzano & Associates, specializing in long-term school reform efforts to enhance student academic achievement. His works guiding teachers to assist students in developing academic language can be found in the books *Building Background Knowledge for Academic Achievement* and *Building Academic Vocabulary*.

Over his 35 years in education, the central theme of his work has been translating research and theory into practical programs and tools for teachers and administrators. He is a Senior Scholar at Mid-continent Research for Education and Learning (McREL) and an Associate Professor at Cardinal Stritch University.

Dr. Marzano received his M.Ed. degree in Reading and Language Arts from Seattle University, and his Ph.D. in Curriculum and Instruction from the University of Washington.

He is the author of more than 20 books, 150 articles, and more than 100 curriculum guides and related materials for teachers and students. His most recent publication is *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction.*



KEITH LENZ, Ph.D., Differentiated Instruction/Universal Access Advisor

Dr. Keith Lenz specializes in adolescents with learning problems, teacher planning, and strategic instruction for teaching diverse groups. He has degrees in Special Education and Secondary Education from Bradley University and a Ph.D. from the University of Kansas. At the University of Kansas, Dr. Lenz is an Associate Professor, Director of the Institute for Effective Instruction, and Senior Research Scientist at the Center for Research on Learning.

Dr. Lenz is the founder and member of the Board of Trustees at the Strategic Learning Center, Inc., Seattle, WA. He is an adjunct professor at Seattle Pacific University, and a National Trainer of The Strategies Intervention Model.

Dr. Lenz's work with guiding teachers on effective differentiated instruction practices can be found in his co-authored book *Teaching Content to All: Inclusive Teaching in Grades 4–12*, amongst others.

Dr. Lenz taught at Florida Atlantic University and serves as a Project Trainer for the Florida Department of Education.



ANNE KATZ, Ph.D., Assessment Advisor

Dr. Anne Katz has worked for 20 years as a researcher and evaluator for projects connected with the education of linguistically and culturally diverse students. As a teacher educator, she has provided and supported professional development in the areas of curriculum, assessment, and evaluation.

Dr. Katz co-directed a national study of successful leadership strategies to create more harmonious racial and ethnic environments in K–12 schools. She is co-author of *Leading for Diversity: How School Leaders Promote Positive Interethnic Relations* and author of numerous publications on diversity and the development of standards-based assessment systems.

Dr. Katz was instrumental in developing standards for English as a second language with the Teachers of English to Speakers of Other Languages organization, and she has assisted many school districts in developing more authentic assessments of student performance. In all her work, she promotes the links between research and the classroom to support meaningful school change.

Anne Katz holds a doctorate in second language education from Stanford University. She is a lecturer at the School for International Training's graduate teacher education program.

Philosophy and Research

Topics are covered in greater detail in the Staff Development Handbook on pages Txxi–Tlvi.

Developing literacy in English Language Learners requires attention to the key components of reading previously identified by the National Reading Panel (2000) as **phonemic awareness, phonics, fluency, vocabulary,** and **reading comprehension**. A report by the National Literacy Panel on Language Minority Children and Youth entitled "Developing Literacy in Second language Learners," confirmed that a "focus on these key components of reading has a positive influence on the literacy development of language minority students, just as it does for native English speakers" (August and Shanahan, 2006).

Phonemic Awareness

Phonemic awareness is the "ability to notice, think about, and work with the individual sounds in spoken words" (National Institute for Literacy, 2003). The research predicts that it will be easier for students who have developed phonemic awareness to learn to read and spell than for those who have few or none of these skills, which include isolating, identifying, categorizing, blending, and segmenting sounds within words (National Institute for Literacy, 2003).

Phonics

Phonics instruction teaches students the relationships between the graphemes (letters) and the individual phonemes (sounds) of a language. Key research findings indicate that systematic and explicit phonics instruction makes better readers (National Reading Panel, 2000). Systematic and explicit phonics instruction is most effective when introduced early (National Reading Panel, 2000). Manipulation of sounds can begin with preliterate students as young as four years of age; however, the ability to transpose, delete, or add phonemes to syllables is a skill that continues through high school (Adams, 1991).

Fluency

Fluency is the ability to read a text accurately and quickly (National Reading Panel, 2000). Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy (National Institute for Literacy, 2003). Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding words, they can focus their attention on what the text means. In this way, students can unglue themselves from print and develop comprehension skills (Chall, 1983; Blevins, 2001).

Vocabulary

Vocabulary refers to the words we must know to communicate effectively (National Institute for Literacy, 2003). English Language Learners have obvious limitations with vocabulary. Therefore, instruction that leads to deeper processing of word meanings, along with greater repetition and use of words in different formats, leads to higher proficiency (Shanahan and Beck, 2006). Linking vocabulary with reading is an excellent strategy because new words can be introduced in meaningful contexts. The National Reading Panel Report (2000) supports the idea that a large portion of vocabulary words should come from content learning material.

Academic Vocabulary The bridge from English language literacy to content area literacy is academic language (National Clearinghouse for English Language Acquisition, 2007). No Child Left Behind calls for English language proficiency standards to be aligned with English language arts standards and with academic content standards. The element that connects these standards is academic English. Academic vocabulary encompasses language used in the learning of academic subject matter, including specific academic or technical terms (TESOL, 2008). Students need these language skills to master academic material, including both written and oral language (Marzano, 2005).

Reading Comprehension

Good readers are purposeful and active when they read. They use their experiences and background knowledge, their understanding of vocabulary and language structure, and reading strategies for reading comprehension. Research over 30 years (National Institute for Literacy, 2003) has shown that instruction in reading comprehension (Beck, 2000) can help students understand what they read, retain what they read, and communicate with others about what they read. Reading comprehension can be improved by instruction that helps readers use precise comprehension strategies.

Listening and Speaking

Research suggests that **listening** is an interactive, dynamic, interpretive process in which the listener engages in the active construction of meaning. **Speaking** also requires the speaker to be active. Oral communication involves the negotiation of meaning between two or more people (O'Malley and Valdez-Pierce, 1996). Listening and speaking are interdependent processes, and need to be taught and assessed in an integrated manner (Murphy, 1991).

Writing

High levels of oral language development are not necessary for students acquiring English to successfully

communicate their ideas and experiences in writing (Hudelson, 1989). As students begin to master English syntax and semantics, they can still express their thoughts effectively (Urzúa, 1987). Writing is a developmental process that teachers need to ensure is accessible to all students regardless of proficiency (Samway, 2000).

Spelling

Spelling is an intricate system that includes alphabet knowledge, sound-symbol relationships, visual memory, knowledge of patterns, and rules (Burns, 2006). Spelling instruction supports students as they advance from being emergent to proficient readers (Pinnel and Fountas, 1998).

Grammar

Chomsky's (1959; 1980) research points out that there are basic principles shared by all languages. His term "Universal Grammar" describes this. English Language Learners have access to Universal Grammar and have the ability to learn abstract and complex grammatical knowledge (Hulk, 1991). Krashen's (1982) research indicates that certain rules within a language are acquired before others. English Language Learners need to focus on grammar to help them develop accuracy in their academic use of language; however, it must be made comprehensible through contextualization, the addition of visuals, and applicable opportunities for use.

Additional Guidelines

In addition to the topics outlined above, *Milestones* offers instructional routines that are both research-based and pragmatic in the areas of Classroom Management, Differentiated Instruction, Technology, Family/Community Involvement, Culturally Responsive Teaching, Language Transfer and Interference, and Students with Special Needs. Assessments are embedded throughout the entire program. *Milestones* provides the opportunity to raise the achievement of all students and to provide them with an equitable and high-quality education. We believe that **all** students can not only succeed, but thrive inside the classroom and in their daily lives.

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Milestones Assessment Plan

Ensuring mastery of skills and standards to achieve

Diagnostic and Placement Assessment

Place your students in the appropriate level of the program.

Evaluate the extent to which your students know the planned skills and concepts of *Milestones*.

Assess the needs your students may have for instructional support in that level.

Provided in *MilestonesTracker* and Assessment Book

Integrated Informal Progress Monitoring (Embedded Assessment)

Provide explicit and systematic instruction to ensure proficiency and mastery of standards

Monitor progress to gauge learning and adjust instruction, as necessary

Checkpoint

Reading Check

UNIT 1 • CHAPTER 1
Progress Check

Assessment Practice

Writing on Demand

Milestones to Achievement

Provided in the Student Edition



academic success!

Integrated Formal Assessment (Summative Assessment)

End-of-Chapter Assessment:
Assess understanding of skills and concepts in each chapter.

End-of-Unit Assessment:
Assess understanding of content in each unit.

Mid-Book Assessment:
Assess understanding of content in cumulative units.

Provided in *MilestonesTracker* and Assessment Book

End-of-Book Assessment

Assess your students' mastery of the standards-based skills and strategies in the *Milestones* program.

Evaluate your students' overall reading proficiency.

Provided in *MilestonesTracker* and Assessment Book



Skills and standards mastery

"The checkpoints and progress checks are great for self-assessment. Milestones will be extremely helpful for students and teachers.

Jeannie Griffies, ESOL Teacher
Orlando, Florida

The complete *Milestones* package

Student Resources



Student Edition

- 2 chapters per unit including:
  - —Literature reading
  - —Content reading
- Embedded assessment
- Three kinds of vocabulary practice
- "Apply & Extend" section with academic workshops and end-of-unit assessment



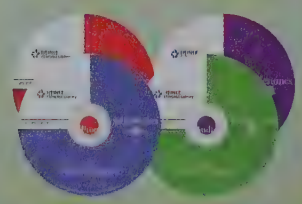
Workbook with Test Preparation

- Expansion skills practice
- Test-taking tips
- Practice tests modeled after state exams



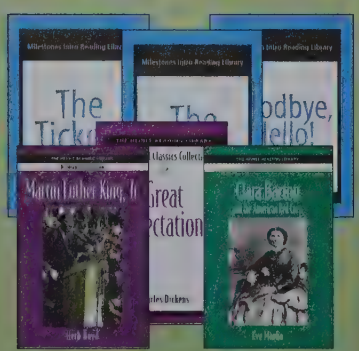
Independent Practice CD-ROM (also available online)

- Interactive expansion activities of skills introduced in the Student Edition
- Additional review and practice for assessment preparation



Audio Program

- Audio recordings of ALL reading selections in the Student Edition
- Authentic recordings of all speeches
- Listening & speaking activities for *Milestones*, Introductory level



Milestones Reading Library

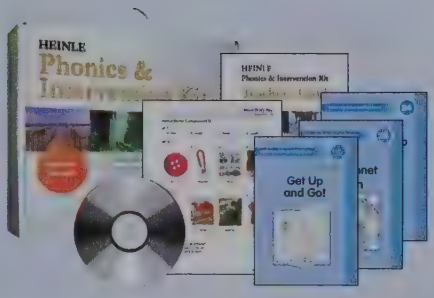
- 21 leveled readers correlated to themes in *Milestones*, Introductory level
- 6 adapted classic readers and biographies correlated to the themes in *Milestones*, Books A, B, and C

Teacher Resources



Teacher's Edition

- Point-of-use differentiated instruction strategies for multi-level classrooms
- Easy-to-follow planning and instructional support
- Pacing guide



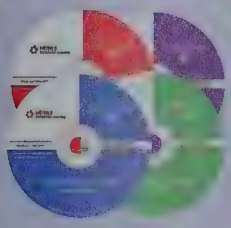
Phonics & Intervention Kit

- 66 Decodable Readers for every sound in the English language
- Teacher's Guide
- Full-color transparencies
- Audio Program



Assessment Book

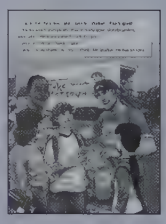
- Placement, diagnostic, chapter, and benchmark tests
- Scoring rubrics for workshop lessons
- Alternative assessment pages
- Peer and self-assessment checklists



Teacher's Resource CD-ROM

- *ExamView*® test generator
- Classroom Presentation Tool
- Customizable lesson plans
- Reproducible graphic organizers

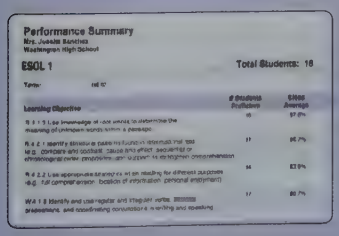
Graphic Reader Blackline Master Companion



- Adapted versions of every reading in Student Editions A, B, and C
- Reproducible blackline masters for ease-of-use
- Graphics that aid comprehension for visual learners

MilestonesTracker Online Assessment and Remediation System

- Fully automated, interactive, online assessment and remediation
- Placement and diagnostic tests
- Remediation and practice customized for individual students
- At-a-glance state standards reporting



MILESTONESTRACKER

Milestones Online Professional Development

- Convenient individualized teacher training
- Valuable insights and research background from the author team
- Video segments modeling *Milestones* being used in a classroom
- Comprehensive *Milestones* component demonstrations

Milestones

Pre-literacy through Transition
Introductory, A, B, C

Neil Anderson
Jennifer Trujillo
Jill Korey O'Sullivan

Using a unique embedded assessment plan along with a balanced blend of literature and content readings, *Milestones* ensures that students are mastering skills and standards before being introduced to new skills and standards. This consistent, research-based approach will lead your students to success on state exams as well as to the language acquisition and content knowledge crucial for academic success.

Key program features:



- **Embedded Assessment** helps catch small problems with skills and standards before they grow.
- **Academic Vocabulary Instruction, Practice, and Assessment** prepare students for success inside and outside of the classroom.
- **Differentiated Instruction for every reading selection** through adapted readings, point-of-use-suggestions, and multi-level questioning strategies ensures access for all students.
- **Complete Remediation Support** through *MilestonesTracker* and *ExamView®* provides standards-aligned reviews, practice activities, and assessments for all unmastered skills and standards.
- **Phonics and Intervention Strategies** through the *Heinle Phonics & Intervention Kit* offer extensive support for struggling readers.

"You have put together a great book! Milestones *really hits areas that other textbooks do not!"*

Tanya M. Castro, ESL Teacher
Pharr—San Juan—Alamo Independent School District

Steps to student success!

Full skills coverage

The *Milestones* Scope and Sequence ensures that students are being taught all skills and standards they need to reach language proficiency targets and meet state assessment requirements.

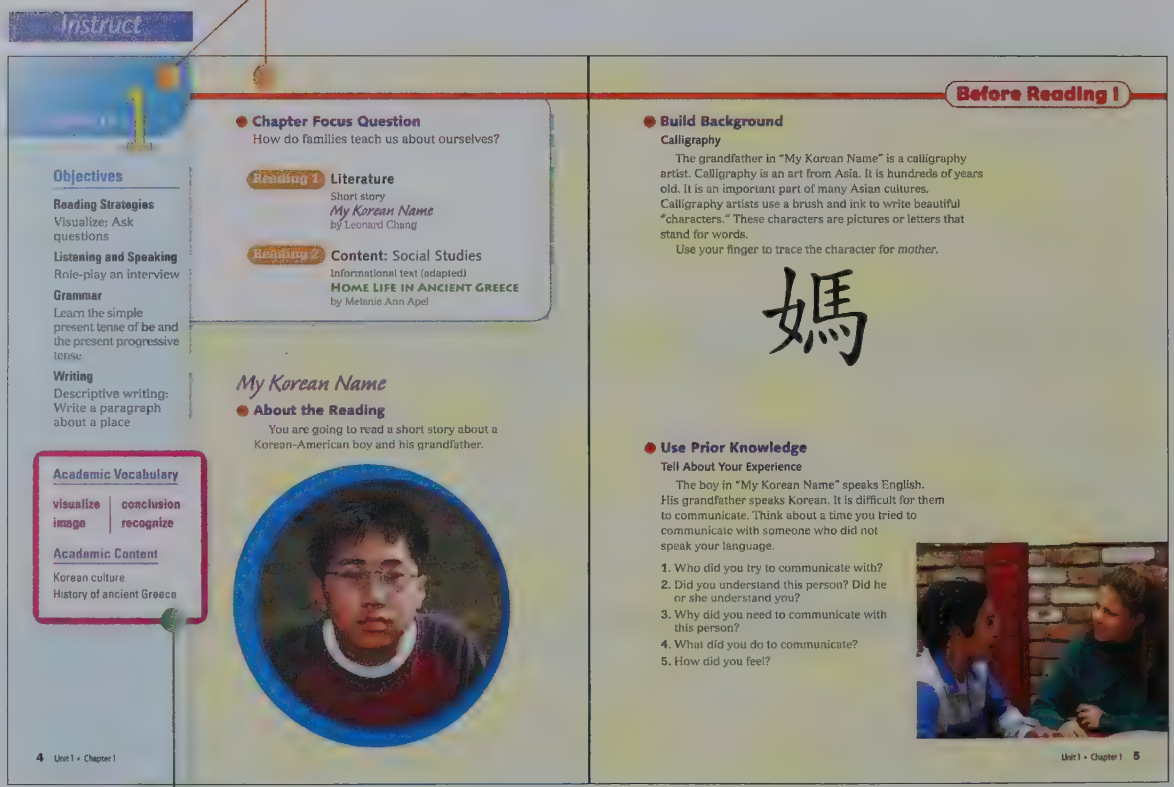
Scope and Sequence	Introductory	Book A	Book B	Book C
Language Development	✔	✔	✔	✔
Vocabulary and Language Development	✔	✔	✔	✔
Academic Language	✔	✔	✔	✔
Vocabulary Concepts	✔	✔	✔	✔
Reading	✔	✔	✔	✔
Learning to Read: concepts about print; phonemic awareness; phonics; decoding	✔			
Fluency	✔	✔	✔	✔
Reading Strategies	✔	✔	✔	✔
Reading Comprehension	✔	✔	✔	✔
Literary Response and Analysis		✔	✔	✔
Writing	✔	✔	✔	✔
Penmanship	✔			
Writing Conventions	✔	✔	✔	✔
Writing Applications	✔	✔	✔	✔
Research and Technology	✔	✔	✔	✔
Evaluation and Revision	✔	✔	✔	✔
Listening and Speaking	✔	✔	✔	✔
Comprehension	✔	✔	✔	✔
Organization and Delivery	✔	✔	✔	✔
Evaluation	✔	✔	✔	✔
Technology and Media	✔	✔	✔	✔

Milestones has EVERYTHING needed to help

Chapter-at-a-glance

Every unit of *Milestones* provides instruction, practice, and assessment in all skill areas while offering high-interest literature and content-area reading selections to build cross-curricular knowledge.

Clearly defined **Objectives** and **Focus Questions** direct student learning.



Academic Vocabulary and **Academic Content** are introduced for support across all disciplines.

your students succeed!

Reading Strategies and **Academic Vocabulary** are clearly introduced and practiced to assist in comprehension.

Practice

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Part of Speech	Definition	Sample Sentence	Visual Cue
visualize	verb	to make a picture in your mind	When I am homesick I visualize my mother cooking in our kitchen	
image	noun	a picture you make in your mind	I often have an image in my mind of my mother cooking	

Draw a picture and write a sentence for each word

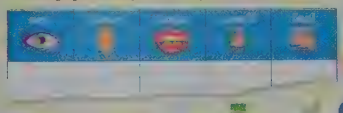
Reading Strategy

Visualize

When you **visualize**, you make an **image** of something in your mind. You also think about what you hear, taste, smell, and feel. **Visualizing** helps you enjoy the story more.

As you read "My Korean Name," **visualize** the story.

1. After you read each paragraph, close your eyes. Make **images** in your mind of people and things in the story.
2. Look at each paragraph again. Find the words that helped you **visualize** the paragraph
3. Look at the chart. After you read, you will look at the reading again. Then you will complete the chart.



Checkpoint

Explain the word **visualize** to a partner or use your own words

Unit 1 • Chapter 1 7

Reading 1

My Korean Name

Literature

by Leonard Chang

1 My grandfather left Korea to live with us in New York when he was almost eighty years old. My parents fixed up the **attic** so that he had his own room.

2 He wore **traditional** Korean clothes: shiny vests with gold buttons, and puffy pants that made his legs look fat even though he was really very skinny. He chewed on small dried fish **snacks** that smelled up everything. He coughed a lot.

3 My grandfather spoke only Korean, so I never understood what he was saying. He **scared** me. I had never seen anyone so old so close.

4 "Take this tea up to your ***halabogee,***" my mother told me soon after he had moved in.

5 "I don't want to," I said

6 "He's your grandfather," she **scolded.** "Be nice to him."



Reading Strategy

Visualize Imagine you are in the attic. What do you see? What do you smell? What do you hear? What words help you imagine these things?

Reading Check

1. **Recall facts** Where does the grandfather live?
2. **Recall facts** What language does the grandfather speak? What language does the boy speak?
3. **Explain** How does the boy feel? Why?

attic room or space below the roof of a house

snacks small amounts of food eaten between meals

halabogee Korean word for *grandfather*

scolded [illegible] in an angry way that [illegible]

Unit 1 • Chapter 1

Assess

Checkpoints ensure students are on the road to skills and standards mastery.

Progress Checks provide a snapshot of all skills and standards introduced in the chapter and offer re-teaching suggestions to make certain that students are on the right track.

UNIT 1 • CHAPTER 1

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary from the Readings	What do these words mean? • **annoyed, scare, surprised, traditional, wise** • **belong, role, tradition**	6 16
Academic Vocabulary	What do these academic vocabulary words mean? • **image, visualize** • **conclusion, recognize**	7 14
Reading Strategies	How can **visualizing** help you understand a reading?	7
Text Genres	Why is it good to **ask questions** when you read?	16
Reading Comprehension	What is the text genre of "My Korean Name"?	8
Literary Element	What is the text genre of "Home Life in Ancient Greece"?	17
Spelling	What is "My Korean Name" about?	15
Writing Conventions	What is "Home Life in Ancient Greece" about?	21
Listening and Speaking	What is **characterization**? How does an author help readers understand a character?	15
Vocabulary Development	Write a sentence for each word: **to, too, two.**	21
Grammar	Give the contractions for the following: **they are, I am, he is.**	21
	Phrases for Conversation What words can you use for asking questions?	22
	What is a **suffix**? Give an example of a word with each of the following suffixes: **-y, -ful, -al.**	23
	When is the **simple present tense** of **be** used? Give an example of a simple present sentence with **be.**	24
	When is the **present progressive tense** used? Give an example of a present progressive sentence.	25
Writing Support: Spelling	Spell the **plural** form of these words: **book, bus, city, knife.**	27

28 Unit 1 • Chapter 1

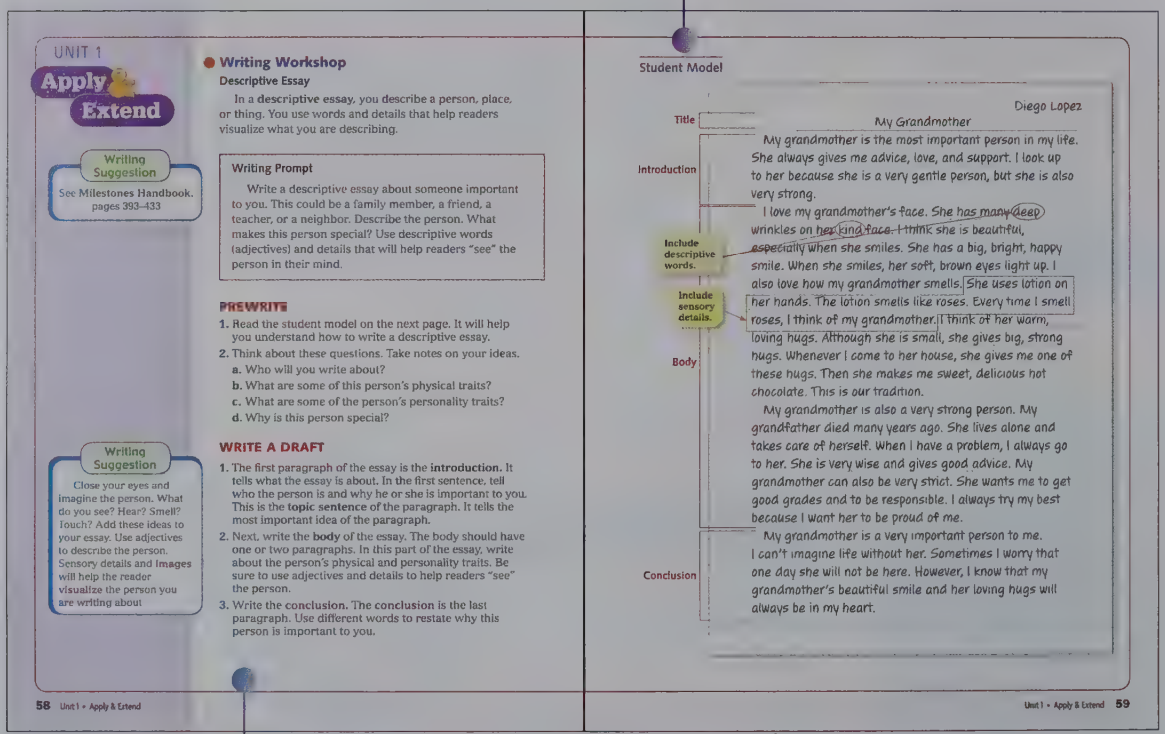
Reading Checks verify comprehension.

"Apply & Extend" sections complete each activities perfect for portfolio assessment.

"Apply & Extend" features included in every unit:

- Listening & Speaking Workshop
- Media Workshop
- Writing Workshop
- Project
- Independent Reading

Student writing models provide students with a visual of what their finished assignment should look like.



UNIT 1
Apply & Extend

Writing Workshop
Descriptive Essay

In a **descriptive essay**, you describe a person, place, or thing. You use words and details that help readers visualize what you are describing.

Writing Suggestion
See Milestones Handbook, pages 393–433

Writing Prompt

Write a descriptive essay about someone important to you. This could be a family member, a friend, a teacher, or a neighbor. Describe the person. What makes this person special? Use descriptive words (adjectives) and details that will help readers "see" the person in their mind.

PREWRITE

1. Read the student model on the next page. It will help you understand how to write a descriptive essay.
2. Think about these questions. Take notes on your ideas.
   a. Who will you write about?
   b. What are some of this person's physical traits?
   c. What are some of the person's personality traits?
   d. Why is this person special?

Writing Suggestion
Close your eyes and imagine the person. What do you see? Hear? Smell? Touch? Add these ideas to your essay. Use adjectives to describe the person. Sensory details and images will help the reader visualize the person you are writing about

WRITE A DRAFT

1. The first paragraph of the essay is the **introduction**. It tells what the essay is about. In the first sentence, tell who the person is and why he or she is important to you. This is the **topic sentence** of the paragraph. It tells the most important idea of the paragraph.
2. Next, write the **body** of the essay. The body should have one or two paragraphs. In this part of the essay, write about the person's physical and personality traits. Be sure to use adjectives and details to help readers "see" the person.
3. Write the **conclusion**. The conclusion is the last paragraph. Use different words to restate why this person is important to you.

58 Unit 1 • Apply & Extend

Student Model

Diego Lopez

Title — My Grandmother

Introduction — My grandmother is the most important person in my life. She always gives me advice, love, and support. I look up to her because she is a very gentle person, but she is also very strong.

Include descriptive words. — I love my grandmother's face. She has many deep wrinkles on her kind face. I think she is beautiful, especially when she smiles. She has a big, bright, happy smile. When she smiles, her soft, brown eyes light up. I also love how my grandmother smells. She uses lotion on her hands. The lotion smells like roses. Every time I smell roses, I think of my grandmother. I think of her warm, loving hugs. Although she is small, she gives big, strong hugs. Whenever I come to her house, she gives me one of these hugs. Then she makes me sweet, delicious hot chocolate. This is our tradition.

Include sensory details.

Body — My grandmother is also a very strong person. My grandfather died many years ago. She lives alone and takes care of herself. When I have a problem, I always go to her. She is very wise and gives good advice. My grandmother can also be very strict. She wants me to get good grades and to be responsible. I always try my best because I want her to be proud of me.

Conclusion — My grandmother is a very important person to me. I can't imagine life without her. Sometimes I worry that one day she will not be here. However, I know that my grandmother's beautiful smile and her loving hugs will always be in my heart.

Unit 1 • Apply & Extend 59

Step-by-step instructions for students offer guided support.

Independent Reading includes additional reading suggestions tied to the unit theme, including selections from the *Heinle Reading Library*, part of the *Milestones* series.

unit with workshops and

Projects offer opportunities to apply skills in various formats including oral communication, writing, and Internet-based research.

UNIT 1

Apply

Extend

REVISE

1. Review your essay. Make sure you used descriptive words and details. You may want to use a thesaurus to find words that will help readers visualize the text.
2. Exchange your essay with a partner. Ask your partner to use the **Peer Review Checklist** to review your essay. Your partner will point out errors and give suggestions for making your draft better.
3. Revise your draft. You may want to add or delete sentences. You may want to rearrange sentences to make your ideas clearer.
4. Use the **editing and proofreading symbols** on page 419 to help you mark the changes you want to make.

EDIT

1. Use the **Revising and Editing Checklist** to evaluate your essay.
2. Fix any errors in grammar, spelling, and punctuation.

Peer Review Checklist
1. There is a title.
2. The first paragraph says who the essay is about.
3. There are many details and descriptions in the essay.
4. The essay helps me "see" the person.
5. The essay would be better if ____.

Revising and Editing Checklist
1. My topic sentence states the main idea.
2. I included details and examples from the reading in the body.
3. I used different words to restate the main idea, or purpose, in the conclusion.
4. I used capital letters and punctuation correctly.
5. I used the verb *be* correctly.
6. I used the simple present tense correctly.

PUBLISH

1. Write your essay in your best handwriting. Be sure it is clear and easy to read. You can also use a computer. If you do, use the spell check and the grammar check.
2. Read your essay to the class. Read clearly and slowly enough so that everyone can understand you. Change the tone and expression of your voice to express the important ideas.

Projects

Choose one or more of the following projects to explore the theme of family connections further.

PROJECT 1

Write a Paragraph About a "Person of the Year"

1. Choose a member of your family or a friend to win a "Person of the Year" award. For example, you might choose your grandmother for "Grandmother of the Year."
2. Write a paragraph about why this person deserves the award. Describe the person. Give examples of things the person does.
3. Read your paragraph to the class. Answer any questions your classmates may have about the person.

PROJECT 2

Interview a Family Member About Your Family History

1. Interview a member of your family to find out about your family's history. Ask questions like:
   - Where are you from?
   - What is that place like?
   - Are any family members still there?
   - Are there traits shared by many members of our family?
   - Can you tell me any interesting family stories?
2. Take notes on important information.
3. Report back to your class on the interview.

PROJECT 3

Use the Internet to Learn About a Famous Family

1. Choose a famous family such as the American Kennedy family, the Italian Medici family, or the Japanese royal family.
2. Type the family name into an Internet search engine.
3. Take notes on important information you learn.
4. Share your findings with a classmate.



President John F. Kennedy and his family

Checklists provide opportunities for self and peer assessment.

Milestones to Achievement informally assesses skills and standards mastery while introducing students to question types and formats found in state exams—including timed writing.

UNIT 1

Apply

Extend

Heinle Reading Library

Pollyanna by Eleanor H. Porter

In a specially adapted version by Mariana Leighton

Pollyanna is all alone in the world, except for her Aunt Polly. But Aunt Polly doesn't understand children. Will she ever understand her niece?

Independent Reading

Explore the theme of family connections further by reading one or more of these books.

Pride of Puerto Rico: The Life of Roberto Clemente by Robert Paul Walker, Odyssey Classics, 1991

This is the story of Roberto Clemente, an all-time great baseball player. The story begins with Clemente's childhood in Puerto Rico. Then it tells about Clemente's years in the major league, the prejudices he faced, and the ways he helped young people in his native Puerto Rico.

In My Family/En mi familia by Carmen Lomas Garza, Children's Book Press, 2000.

Lomas uses colorful paintings and brief narratives to share her childhood memories of growing up in a loving family within a traditional Mexican-American community.

Under the Royal Palms: A Childhood Growing Up in Cuba by Alma Flor Ada, Atheneum, 1998.

In these ten stories, the author tells of growing up in Cuba in the 1940s. The author's family lived with aunts, uncles, and cousins in a large, shared family home. The stories focus on the importance of extended family, and are filled with humor and wisdom. The book has black-and-white photographs of the author and her family.

Kira-Kira by Cynthia Kadohata, Aladdin, 2006.

The Takeshima family moves to Georgia in the 1950s. This Japanese-American family faces many problems there, including poverty, sickness, and prejudice. Despite their struggles, the Takeshimas find a way to create a loving home.

Child of the Owl by Laurence Yep, Laurel Leaf, 1978.

This story is set in 1960 in San Francisco's Chinatown. It focuses on Casey, a Chinese-American teen. From her grandmother, Casey learns about her Chinese heritage and the mother she never knew. She slowly begins to understand and value her Chinese heritage.

Milestones to Achievement

Writing: Revise and Edit

Read this rough draft of a student's descriptive paragraph, which may contain errors.

An Afternoon with My Brother

(1) My friends are going to the mall. (2) I want to go with them. (3) Instead I am watching my brother run around the house. (4) He is yelling loudly. (5) He is pretending to be a fire engine. (6) I decide to play with him. (7) I say, "Help! My cat is stuck in a tree." (8) My brother rushes over. (9) I point to the sofa. (10) He climbs on the sofa. (11) He saves my toy cat. (12) I clap my hand. (13) "Thank you, Mr. Firefighter," I say. (14) My brother looks proud. (15) He also looks hot and thirsty. (16) I suggest we get a snack. (17) I pour us some apple juice. (18) Then I cut sandwiches in the shape of fire engines. (19) My brother is happy. (20) He jumps up and down. (21) I smile. (22) I am happy, too. (23) Today was nice after all.

1. **Which topic sentence should you insert before sentence 1?**
   - A Today, I babysit my little brother.
   - B Today, I babysits my little brother.
   - C Today, I am babysitting my little brother.
   - D Today, I am babysit my little brother.
2. **How can you change sentence 12 to correct it?**
   - A I clap my handz.
   - B I clap my hands.
   - C I clap my handes.
   - D I clap my handves.
3. **Which sentence can you add before sentence 14?**
   - A "You are my proud!"
   - B "You are my ancestor!"
   - C "You are my wise!"
   - D "You are my hero!"
4. **Which change will make sentence 23 more interesting?**
   - A Today was great after all.
   - B Today was rainy after all.
   - C Today was sunny after all.
   - D Today was terrible after all.

Writing Tip

Unit 1: Language

	Readings and Authors	Academic Vocabulary	Reading Strategies	Text Genres	Literary/Text Element	Spelling	Writing Conventions	Listening and Speaking	Reading Fluency	Vocabulary Development	Grammar	Writing Assignment	Writing Support
Chapter 1 page 4	**Reading 1** Literature: "Making Connections" (Francisco Jiménez) **Reading 2** Content: Social Studies: "Words Around the World" (Carla Meskill)	relate summarize analyze predict	Relate your own experiences to a reading	Autobiographical short story Informational text: magazine article	First-person narrative	Words with the same sounds but different spellings	Punctuation: using quotation marks to refer to a word	Discuss the readings Phrases for conversation: Expressing agreement	Reading to scan	Latin root words	Subject-verb agreement in simple present tense	Write a personal narrative	Grammar: capitalization of proper names
Chapter 2 page 36	**Reading 1** Content: Math: "Mathematically Speaking" **Reading 2** Literature: "The Mosaic of English" (Jennifer Trujillo)	consist restate define comprehend context	Recognize textbook features Read poetry in sentences	Textbook Poetry: lyric poems	Visual aids	Regular simple past tense verbs	Quoting poetry	Recite a poem Phrases for conversation: Asking and giving advice	Repeated reading	Figurative language	Noun-pronoun agreement Simple past tense	Write a poem about something important to you	Grammar: Apostrophes and possessive nouns, adjectives, and pronouns

	Listening and Speaking Workshop	Media Workshop	Writing Workshop
Apply & Extend page 62	Make a presentation about word origins	Analyze persuasive language in advertisements	Response to literature essay
Milestones to Achievement page 69			

Unit 2: Transitions

	Readings and Authors	Academic Vocabulary	Reading Strategies	Text Genres	Literary/Text Element	Spelling	Writing Conventions	Listening and Speaking	Reading Fluency	Vocabulary Development	Grammar	Writing Assignment	Writing Support
Chapter 1 page 74	**Reading 1** Literature: "Behind the Mountains" (Edwidge Danticat) **Reading 2** Content: Science: Changes of state are physical changes	support deduce contrast participate	Identify main ideas Identify cause and effect	Novel Informational text: science textbook	Tone	Present participles	Spelling: abbreviations of weights, measures, and temperatures	Tell a story about a time of transition Phrases for conversation: Transitional phrases	Reading words in chunks	Words with multiple meanings	The present progressive tense The past progressive tense	Write a descriptive essay	Mechanics: hyphens and dashes
Chapter 2 page 100	**Reading 1** Content: Social Studies: "Crisis of Government" (Gina DeAngelis) **Reading 2** Literature: "A Shot at It" (Esmeralda Santiago)	sequence influence solution trigger	Organize information Make and revise predictions	Informational text: magazine article Memoir	Audience	Possessive nouns ending in -s	Contractions	Retell a story Phrases for conversation: Comparing and contrasting Expressing agreement	Rapid word recognition	Prefix fore-	Adjectives and adverbs Adjective and adverb phrases	Write an expository essay about a problem and a solution	Grammar: comparative and superlative adjectives and adverbs

	Listening and Speaking Workshop	Media Workshop	Writing Workshop
Apply & Extend page 128	Respond to literature	Analyze the passing of time in movies and television	Short story
Milestones to Achievement page 135			

Unit 3: Choices

	Readings and Authors	Academic Vocabulary	Reading Strategies	Text Genres	Literary/Text Element	Spelling	Writing Conventions	Listening and Speaking	Reading Fluency	Vocabulary Development	Grammar	Writing Assignment	Writing Support
Chapter 1 page 140	**Reading 1** Literature: "An Hour with Abuelo" (Judith Ortiz Cofer) **Reading 2** Content: Science. "It's a Math World for Animals" (Emily Sohn)	interact tradition evidence setting	Ask questions Draw conclusions	Short story Informational text: internet article	Plot	Words with the same sound but different spelling	Commas	Tell a story Phrases for conversation: Reacting to a story	Read aloud with emotion	Idioms	Conjunctions Conjunctions in compound sentences	Write a short story	Mechanics: semicolon and colon
Chapter 2 page 170	**Reading 1** Content: Social Studies: "The Dred Scott Decision" (Brendan January) **Reading 2** Literature: "The Road Not Taken" (Robert Frost) "Saying Yes" (Diana Chang)	process valid conclusion identity	Analyze the author's purpose Recognize symbols	Historical nonfiction Poetry	Chronological order	Silent letters: k, gh, h, l, b	Colons	Describe poetry Phrases for conversation: Discussing a poem	Reading poetry aloud	Denotative and connotative meaning	Complex sentences Compound-complex sentences	Write an expository essay	Grammar: varying sentences for style

	Listening and Speaking Workshop	Media Workshop	Writing Workshop
Apply & Extend page 202	Deliver a problem/solution presentation	Identify persuasive techniques in TV advertisements	Persuasive essay

Milestones to Achievement page 209

Unit 4: Cultures and Traditions

	Readings and Authors	Academic Vocabulary	Reading Strategies	Text Genres	Literary/Text Element	Spelling	Writing Conventions	Listening and Speaking	Reading Fluency	Vocabulary Development	Grammar	Writing Assignment	Writing Support
Chapter 1 page 214	**Reading 1** Literature: "The All-American Slurp" (Lensey Namioka) **Reading 2** Content: Math: "Mathematics & Origami" (Theoni Pappas)	infer assume indicate challenge	Make inferences Visualize	Short story Expository text	Figurative language	Frequently confused words	Spelling: the suffix -y	Giving a demonstration speech Phrases for conversation: Giving instructions	Adjust your reading rate to scan for information	Words and phrases from mythology	Prepositional phrases Appositives	Write a short story	Grammar: interjections
Chapter 2 page 248	**Reading 1** Content: Social Studies: "Celebrating Cinco de Mayo" (James Garcia) **Reading 2** Literature: Legend of the Dreamcatcher	fact opinion proof classify	Tell fact from opinion Ask questions	Expository text Legend: Native American legend	Author's perspective	Checking spelling with a dictionary Punctuation: dialogue	Capitalization: using capital letters	Give a presentation with visual aids Phrases for conversation: Directing attention to visual aids	Echo reading	Foreign words and phrases	Indefinite pronouns Classifying sentences by purpose	Write an informative essay	Mechanics: sentence punctuation

	Listening and Speaking Workshop	Media Workshop	Writing Workshop
Apply & Extend page 276	Deliver an informative presentation	Evaluate an editorial	Autobiographical narrative

Milestones to Achievement page 278

Unit 5: Making a Difference

	Readings and Authors	Academic Vocabulary	Reading Strategies	Text Genres	Literary/Text Element	Spelling	Writing Conventions	Listening and Speaking	Reading Fluency	Vocabulary Development	Grammar	Writing Assignment	Writing Support
Chapter 1 page 336	**Reading 1** Literature: "Code Talker" (Joseph Bruchac) **Reading 2** Content: Social Studies: "City Year"	image attitude reveal	Describe mental images Analyze text evidence	Novel Informational text: brochure	Idiom	ph combination	Punctuation: using bulleted lists	Discuss idioms and hyperbole Phrases for conversation Expressing disagreement; Reporting a group's ideas	Rapid word recognition	Using a dictionary and thesaurus	Present perfect tense Past perfect tense Future perfect tense	Write a business letter asking for information	Grammar: irregular verbs
Chapter 2 page 318	**Reading 1** Content: Science: "Community Service" (Chris Jozefowicz) **Reading 2** Literature: "Inaugural Address" (John F. Kennedy)	structure propose logical promote outcome	Analyze text structure Recognize author's style	Informational text: magazine article Speech	Definitions	Commonly misspelled words	Punctuation: using ellipses and brackets	Give a persuasive speech Phrases for conversation: Presenting a problem; Persuading	CD-assisted reading practice	Word order	Verbals infinitives, gerunds, and participles	Write a response to literature writing style	Mechanics parallelism

	Listening and Speaking Workshop	Media Workshop	Writing Workshop
Apply & Extend page 344	Present an autobiographical narrative	Create a script for a radio advertisement	Research report
Milestones to Achievement page 351			

Unit 6: Leadership

	Readings and Authors	Academic Vocabulary	Reading Strategies	Text Genres	Literary/Text Element	Spelling	Writing Conventions	Listening and Speaking	Reading Fluency	Vocabulary Development	Grammar	Writing Assignment	Writing Support
Chapter 1 page 356	**Reading 1** Literature: "Iqbal" (Francesco D'Adamo) **Reading 2** Content: Social Studies: "The Equal Rights Struggle Expands"	dialogue justify affect judge	Analyze character Identify the main idea	Novel Informational text: social studies textbook	Simile	The suffixes –er and –or	Spelling: contractions	Give a research presentation Phrases for conversation: Giving compliments	Reading silently	Suffix: -ion	Conditional clause	Write a persuasive essay	Spelling: Spelling rules and frequently misspelled words
Chapter 2 page 388	**Reading 1** Content: Science: "Science Olympiad: He's Teacher, Student, and Cheerleader" (Eric Carpenter) **Reading 2** Literature: "Harriet Tubman: Conductor on the Underground Railroad" (Ann Petry)	distinguish locate factor resource	Distinguish fact from opinion Recognize imagery	Informational text: brochure and newspaper article Historical novel	Purpose and audience	Compound words	Punctuation: titles of works	Role-play an interview Phrases for conversation: Asking for clarification	Rapid word recognition	Spelling of derivatives	Avoiding subject and verb shifts in writing Active voice and passive voice	Write a research essay about a historical period	Mechanics: Quotation marks

	Listening and Speaking Workshop	Media Workshop	Writing Workshop
Apply & Extend page 418	Give a persuasive speech	Understand workplace documents	Response to literature essay
Milestones to Achievement page 425			

Culturally Responsive Teaching

OVERVIEW

People who know the world only from their own cultural views are denied important parts of the human experience (Banks, 2008). One of the goals of multicultural education is to ensure that students have the skills, attitudes, and knowledge to function within their community cultures, the mainstream culture, and across other cultures (Banks, 2006).

Culturally responsive teaching is an approach that helps teachers foster students' understanding of their roles within a global society. Teaching lessons that address the issues of multicultural communities in the classroom, neighborhood, and nation is an important approach teachers can use when trying to help students understand the importance of respect for diversity. English Language Learners must also learn to consciously identify and understand traditional American values. The National Standards for Civics and Government defines these as encompassing individual rights, the common good, self-government, justice, equality, diversity, truth, patriotism, openness, and free inquiry (Singleton, 2001).

Culturally responsive teaching includes curricular content that is inclusive—meaning that it reflects the cultural, ethnic, and gender diversity of society and the world. In addition, the instructional and assessment practices build on students' prior cultural, experiential, and linguistic knowledge. The instructional practices draw from and integrate community and family language and culture, and help families and communities support students' academic success (National Center for Research on Cultural Diversity and Second Language Learning 1995).

Research supports the use of culturally responsive teaching. Many educators now assert that a growing body of evidence links multicultural education and improved academic learning (Zaslavsky, 1988; Webb, 1990; Nieto, 2000; Office of English Language Acquisition 2005; Banks, 2008). In addition, "students' perceptions of belonging to their school community, their ability to do well academically, and their families' expectations of them all improved" (Office of English Language Acquisition Newsline, 2005). *Milestones* incorporates what the research proves about the importance of addressing multiculturalism in the classroom.

INSTRUCTIONAL ROUTINE FOR CULTURALLY RESPONSIVE TEACHING

Preteach Find out about the students' existing knowledge of the culture presented in the text. Ask them to describe what they know.

Teach Note the cultural components of the lesson (ethnicity of author and characters, cultural traits, geographic location, behaviors, evidence of values, etc.). Discuss the individual elements of the actual text, and avoid sweeping generalizations or stereotypes. Draw attention not only to differences depicted, but also to similarities across cultures. If students make inappropriate remarks, address them by contextualizing the issue. In other words, if a student says, "All _____ people are _____" (making a generalization or perpetuating a stereotype), then ask them to think about the word *all*. Use your school as an example. Say, "Do *all* the students at our school act exactly the same way? Do they *all* do the same activities after school? We are not all the same, so it is inaccurate to make a statement that is meant to be about every person in an entire culture." Expressions of prejudice are often based on ignorance, not malicious intent. In other words, students' beliefs are based on other outside influences.

Apply Draw from students' life experiences. Incorporating home culture and knowledge contributes to a feeling of trust between students and their teachers (August, D. and Pease-Alvarez, L., National Clearinghouse for English Language Acquisition, 2007).

Practice When students work collaboratively on assignments, vary the makeup of small groups to create balance. Consider the number of males and females, ethnicities, and language levels. For certain projects, encourage students to work with peers other than friends.

Extend Use homework assignments and projects to tap students' cultural and linguistic knowledge.

Enhance There are a variety of activities that will engage students:

- Collect articles from newspapers, magazines, or the Internet about different cultural groups.
- Collect relevant pictures, books, songs, and poems about the unit of study.
- Keep a picture journal based on one or more themes, such as money around the world or celebrations around the world, that depicts variations in age, gender, ethnicity, and nationality.
- Develop a multicultural calendar.

Visit the U.S. Census Bureau's Web site to find demographic information about various groups living in the United States. (See the section designed especially for teachers and students.)

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Family and Community Involvement

OVERVIEW

As students travel down the road to literacy, they are surrounded by family, friends, businesses, and their neighborhoods. Schools must recognize the value of involving each of these groups in the learning process. For English Language Learners, studies indicate that most parents care deeply about their children's education but may not show their concerns in the same manner (Valdés 1996; Gándara 1995). Factors that affect parent involvement include parents' own educational experiences in school, their beliefs about family involvement as shaped by cultural norms and values, and the burden of their additional responsibilities (Henderson, A. T., and Mapp, K. L., 2002). When school staff engage in caring and trustful relationships with parents, and recognize them as partners in the educational development of their children, parents' desire to be involved and how they participate in their children's educational development are influenced (Henderson, A. T., and Mapp, K. L., 2002).

Besides student success, parental involvement produces other benefits as well.

Benefits for students: (Henderson, A. T. and Berla, N., 1994)

1. Higher grades and test scores
2. Higher achievement in reading
3. Better attendance and more homework done
4. Higher graduation rates
5. Greater enrollment in post-secondary education
6. More positive attitudes and behavior exhibited by students
7. Decrease in negative student behaviors, such as alcohol use, violence, and antisocial behavior, as parental involvement increases

Benefits for parents:

1. More confidence in the school
2. Greater confidence in themselves as parents and in their ability to help their children at home (Wherry, J. H., 2003)
3. Greater likelihood that the parents will enroll in continuing education to advance their own schooling (Wherry, J. H., 2003; Family Strengthening Policy Center, 2004)

In addition to collaborating with families, schools must create bridges to the community. Partnerships between schools and public and private organizations create opportunities for students to start to develop ideas about the workplace and future careers.

INSTRUCTIONAL ROUTINE FOR FAMILY AND COMMUNITY INVOLVEMENT

Preteach Find out who your students reside with (parents, other family members, guardians). Determine the best way to reach out to them.

Teach Educate parents, families, and community members about the literacy curriculum and the opportunity to be partners in education.

Apply Schedule "Family Nights." Invite whole families to the school to learn about how to be partners in education. Provide interpreters and childcare. The atmosphere should be relaxed, informal, and family-friendly. Set the chairs in a circle or concentric circles, so that the focus is on anyone who speaks. Offer food or refreshments and allow entire families to socialize. When the tone has been set, begin the discussion and send the younger children to childcare. This is more effective than starting at exactly 6 PM. Some families will feel more welcome if the night is event oriented, instead of time oriented. It is worth starting 15 minutes "late" if the audience is engaged.

Practice Families can watch you model a literacy skill and then try it in small groups. Explain how it helps their children with reading.

Extend Ask the families to try the strategy at home.

Enhance There are many ways families can be involved in their student's education, no matter their levels of literacy and English proficiency.

- **Meaningful Conversation** For oral language development, parents should engage their children in meaningful conversation. Parents should ask children questions that require more than a simple yes or no answer (Colorín Colorado, 2005).
- **Visiting the Public Library** Parents can encourage their student to read by making weeky trips to the library. Invite a librarian to a "family night" to talk about the library's borrowing practices and how to get a library card (Colorín Colorado, 2005).

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Students with Special Needs

OVERVIEW

Some English Language Learners have special needs. These students require specialized instruction because they have been diagnosed as having specific learning disabilities (LD), emotional or behavior disorders (E/BD), educational delays (ED), or substance exposure (SE). They may also be students with physical disabilities, including those who use wheelchairs or those with cerebral palsy, muscular dystrophy, spina bifida, or another condition that affects their mobility. Students who have been diagnosed with any degree of hearing loss, from mild to profound, are said to be hearing impaired (Winebrenner, 1996). Students may also be visually impaired. In the United States, all students with disabilities are entitled to a free, appropriate education in the least restrictive environment. In some cases, the "least restrictive environment" has been designated as the regular classroom. "Mainstreaming" refers to the process of integrating students with disabilities into the mainstream classroom. Students are members of the mainstream classroom with supplemental resources or services provided as needed (Winebrenner, 1996). These students have Individualized Education Plans (IEPs) specifying appropriate educational strategies and environments. It is the teacher's responsibility to be familiar with the plan. It is important to note that mainstreaming may be culturally unfamiliar to some English Language Learners who have not been in the same class as students with special needs. Teachers should respond immediately to questions, fears, or inaccurate information, in order to create a respectful atmosphere where everyone can learn.

English Language Learners are overrepresented in special education classes because educators often have difficulty distinguishing students with learning disabilities from students who are having difficulty for other reasons, such as limited English (Yates and Ortiz, 1998). The reverse is also true. Some students with legitimate disabilities do receive the services they need to reach their potential (Ovando, Combs, and Collier, 2006).

IDEAS AND MODIFICATIONS FOR STUDENTS WITH SPECIAL NEEDS

1. **Differentiated Instruction** Use these sections in the *Milestones Teacher's Editions* to accommodate diversity in student learning. This includes scaffolding and extensions.
2. **Learning Objectives** State the learning objectives in simple terms (e.g., "We are going to learn about . . ."). Always provide clear language models for students.
3. **Direct Instruction** Use a variety of ways to explain a concept or assignment. Instructions can be depicted in graphic or pictorial form, with manipulatives, or with real objects to accompany oral and written instructions.
4. **Sequence of Steps** For more involved activities or projects, give students a clear sequence of numbered steps to follow. Place a written list of steps to follow on their desks or tables. Check often to ensure they are able to follow each one.
5. **Check for Understanding Frequently** Regularly ask each student to verbalize or write down (independently or with peers) what he or she knows about the task. Teachers can gain immediate insight into the student's thinking and level of understanding.
6. **Offer Accommodations**
   - **Organizational Strategies** Vary classroom and seating arrangements, grouping patterns, and schedule of instruction. Offer a variety of human resources including other teachers, peer tutors, and volunteers.
   - **Curriculum and Instructional Strategies** Vary the content, including the amount to be learned, time allotted for learning, and number of objectives. Vary the response to allow oral, written, gestural, and individual/group work. Vary the presentation and pace. Offer more guidance during independent practice.
7. **Assessment Program** Familiarize students with the language and format of assessment activities. *Milestones Tracker* and the *Assessment Book* offer students varied opportunities to check their progress formally and informally. However, the *Student Editions* contain multiple checkpoints for students to check their comprehension.
8. **Other Accommodations** Vary the directions; modify the content or format; offer extra time; consider the setting (classroom, small group, atmosphere); vary the response mode (oral versus written); and adjust length; consider adding other assessments to overall body of evidence, such as portfolio collections (Arlenn, Gable, and Hendrickson, 1994).

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Classroom Management

OVERVIEW

English Language Learners benefit from a classroom that is managed in a way that includes predictable routines, patterns, and signals (both visual and auditory). This will reduce the students' anxiety and help them feel more comfortable.

Routines When they know what to expect, they can focus on the instruction at hand, instead of what is coming next (Herrel and Jordan, 2008). Because students may not understand everything that is being said in the classroom, physical cues will help put them at ease as they become more proficient in the literacy process.

The classroom itself plays a role in orienting the students to your routine. Set up your room so that certain areas are designated for specific types of activities. For example, if students will be working in pairs, they go to the back of the room for oral activities. On the other hand, if they will be copying things from the board, they will need to be at their desks or tables. A list of the day's activities and the times they will occur should be posted in the same place daily (e.g., on the board). In addition, the page numbers of the day's reading should be written on the board, along with any other important information relevant to that day's tasks (Herrel and Jordan, 2008). Routines also help students feel clear about expectations for behavior that will be optimal for learning. Teachers who have high expectations end up with students who perform better than teachers with low expectations (Bluestein, 1999).

Giving Instructions When instructions are not clear, students become overly dependent upon the teacher. Time is wasted and students may become frustrated. Students are often overwhelmed with the amount of instructions they are given in both verbal and written form. Offer oral directions in a simple manner and given one piece at a time in sequence to help students focus immediately on their work. Teachers also need to pay attention to the vocabulary they use. Simple idiomatic expressions, such as "Clear your desk," can confuse English Language Learners. As you give instructions, pause and wait for the students to listen. They may need as long as 15 seconds to process what is being asked of them. Ensure that students have a starting point and provide some structure (e.g., how long should the assignment be, etc.).

Consistency This is an important element of structure. Once expectations have been established, teachers need to remain consistent. This is an important part of the

INSTRUCTIONAL ROUTINE FOR CLASSROOM MANAGEMENT

Preteach Review the signals you have gone over with the class to indicate transitions, and make your expectations clear to students.

Teach Gather all the materials needed for the lesson in advance. As you teach, check your timing so the lesson is well paced. Be clear and model your expectations for the students.

Apply Guide the students through the lesson by offering examples that you can complete together as a class, in order to begin by scaffolding, e.g., offering guided support. Letting students work independently too early can cause them to lose focus.

Practice Have the students collaborate in groups as they work on the vocabulary and content. Circulate around the room, encouraging positive behavior and cooperation as they work.

Extend After students have worked cooperatively, they should work on their own, displaying responsible, positive behavior. This will facilitate the learning process.

Enhance The use of cooperative learning is beneficial for English Language Learners. One effective activity is "Think-Pair-Share," in which students collaborate to answer questions as opposed to being called upon individually. In this activity, anxiety is lessened. Students need many opportunities to talk in a linguistically rich environment. Researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk (Pressley, 1992).

routine students have come to expect; they know what boundaries and opportunities exist.

Feedback English Language Learners need regular and ongoing feedback about their academic progress. Framing the feedback within positive statements helps students to move forward and improve. This does not mean glossing over things when something is incorrect or wrong. However, using encouragement is more effective than being overtly negative (Bluestein, 1999). For example, if the student brings an error-ridden written assignment to you to review, find some positive items first (focus on the content or creative element). Then say, "Look at this sentence. It needs ____." Make sure they understand *why* they need to change something (otherwise, reteaching may be necessary). Students feel better about correcting their work when you have not gone straight (and only) to what was wrong.

Preparation, Planning, and Pacing Teachers must attend to the fine details, as well as the larger picture. For example, making sure there are enough materials for every student in the class is as important as making sure students are ready to learn the concept being taught. Pacing (timing of the lessons themselves) is crucial so that students can develop and master the skills being presented. See the TE for pacing guides for each unit. Moving too quickly can leave some students behind (see the Differentiated Instruction section for tips on working with a wide range of abilities).

Motivation English Language Learners are affected by several variables in the affective (emotional) realm. Krashen (1988) claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success. Low motivation, low self-esteem, and debilitating anxiety can combine to "raise" the affective filter (Krashen, 1988). This filter is a learning blockage caused by a negative emotional attitude, which can impede the learning process. To keep the students engaged and relaxed, teachers must create meaningful ways to communicate the concepts being taught and read.

1. **Think** Students think independently about the question that has been asked, and develop ideas of their own.
2. **Pair** Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. **Share** Student pairs then share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

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Reading Comprehension

OVERVIEW

Reading comprehension is important because comprehension is the reason for reading. If the reader can read all the words, but cannot understand them, then the reading process is not truly fulfilled. Good readers are purposeful and active when they read. They use their experiences and background knowledge to make sense of the text. Their understanding of vocabulary and language structure contributes to their overall comprehension. They also use reading strategies to help them grasp the meaning of the text. Research shows that students know when they have problems with understanding and how to resolve these problems as they occur. Research over 30 years (National Institute for Literacy, 2003) has shown that instruction in reading comprehension (Beck, 2000) can help students understand what they read, retain what they read, and communicate with others about what they read.

Reading comprehension can be improved by teaching students reading comprehension strategies. These strategies are conscious plans in which students learn specific steps to make sense of what they are reading. The National Reading Panel (2000) found six strategies that were proven to improve comprehension:

1. **Monitoring Comprehension** Students need to rely on metacognition (thinking about their own thinking) so they remain aware while they read. Good readers know when they understand what they are reading and when they do not. They can rely on strategies when they encounter something they do not understand. For example, they preview the text before they read and think about its purpose (e.g., informational text, fiction, nonfiction, etc.).
2. **Using Graphic and Semantic Organizers** Students see concepts illustrated and recognize relationships among concepts in a text by using diagrams, charts, webs, etc.
3. **Recognizing Story Structure** Story structure refers to the way a story is organized into a plot. Students learn to recognize the categories of content (setting, events, outcomes, etc.)
4. **Summarizing** Students learn to find and synthesize important ideas in a text using their own words.
5. **Answering Questions** Research shows questions are effective for improving learning from reading. They help set a purpose and focus the students' attention so they can think actively and make connections to what they already know.
6. **Generating Questions** Students should also learn how to pose their own questions. This helps them see whether they can answer the questions and if they really understand what they are reading.

An excellent strategy that helps students with questioning techniques is the use of "Question/Answer Relationships (QAR)." This strategy helps students classify questions

INSTRUCTIONAL ROUTINE FOR READING COMPREHENSION

(Modify this routine as necessary for your students.)

Preteach Review the importance of reading comprehension with the students. Say, "It will not help me if I know the sounds of all the words, but I do not understand the text or what I'm supposed to do in the assignment. We are going to learn strategies that will help us understand what we read."

Teach

- Offer the students a direct explanation of the strategy. Explain why the strategy helps comprehension and when to apply it. For example, you can teach how to **self-monitor comprehension.** Point out that this means checking on yourself to see if you understand the text. If you do not, find and identify the exact part that is difficult. Say, "I do not understand the first question on this page." (This shows how to be specific instead of saying generally, "I do not understand, or I do not get it.")
- Model how to apply the strategy by "thinking aloud" while reading the text the students are using. They need to "see" and "hear" what is happening in your head. Make your thinking visible. Say, "I cannot tell what the author means when he says to draw a conclusion about whether the character's father is disappointed in him. I need to look back at the rest of the page to see what can help me."
- Social interaction can help enhance the learners' ability to comprehend the text. As they listen to how a peer figured out the meaning or as they explain how they reached a conclusion, they understand the process better. Vygotsky's (1978) research showed that through guided practice and observation of the thinking of other people, students become able to do these tasks on their own.

Apply Show the class where you would turn back in the text to answer the question. Keep thinking aloud. Say, "I am going to re-read these paragraphs to see how the two characters talk to each other. I need to figure out if Roberto is worried that his father will be disappointed in him. I need to look for some clues. Who can help me find what Roberto said to his father?" After the students have looked back in the story together with you, model your conclusion aloud. Say, "I think Roberto is worried because it says, 'He did not want to tell his father of his failure.'" (Use direct quotes from the reading.) Explain that looking back is a way to check for understanding. Show students that looking ahead can also help them resolve the difficulty.

and locate answers to them (California Department of Education, 2000). Students learn to recognize the relationship between a specific type of question and where they can find the answer in the text. There are four types of QAR questions:

- **Right There** These are literal questions that check factual recall. Students can go back and point to the words used in the questions and then look at the rest of the words in the sentence to find the answer.
- **Think and Search** These questions require information from more than one sentence or paragraph. The answer is still there in the text, but students must synthesize information and infer information from different parts of the text.
- **Author and You** Students answer these questions based on a combination of background knowledge and information from the text. They must use interpretive skills.
- **On Your Own** These questions draw directly on the students' background knowledge.

The QAR strategy has been used in the *Milestones Student Books* in the design of questions that students answer to understand the actual reading. However, it is also important for teachers to teach about these different levels of questions, so that students are thinking about ways to understand the text.

English Language Learners need direct instruction and practice with activities that incorporate varying text comprehension strategies in order to understand the text. There are many strategies designed to build and strengthen reading comprehension in the *Milestones Student Books* that align with the research discussed above. Students practice **reading with purpose** as they focus on meaning. They learn to **preview** before reading the actual text. They **visualize** by creating pictures of the text in their minds. Along the way, they enhance their understanding as they **ask questions**, **paraphrase**, **draw conclusions**, and **make predictions**. They learn how to **use text features**, **recognize story structure**, **sequence**, and **chronological order**. They learn how to find **facts and details**, **distinguish between fact and opinion**, **identify cause and effect**, and then **summarize**. Most importantly, they **connect to personal experiences** so they can internalize new knowledge.

The key to reading comprehension instruction is to use a variety of strategies with flexibility by allowing students to use the ones that work for them personally and that work with the specific text.

Practice Now that students have heard you model the strategy, they need to practice it. Have them form pairs and answer one of the reading strategy questions from the unit. One partner should think aloud to show the other how she reached her answer. Both students should try this orally. Circulate around the classroom and offer feedback as students work.

Extend Once students have been directly taught several different strategies to use when they do not understand the text, they can independently select one appropriate strategy for the reading selection to use when they encounter something difficult. Have the students explain to the class why they find this strategy to be especially effective for them.

Enhance There are many engaging ways to practice these comprehension strategies through additional activities/games:

Story mapping helps students identify the elements of a story. Sousa (2005) recommends using story maps with English Language Learners as a foundation for **retelling.** This helps scaffold for **summarizing.** Story maps can be in the form of pictures with labels. They can be flow charts connecting the events of the story. They can be in the shape of a folded square where each box depicts an element of story grammar (character, setting, events, ending).

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Reading Fluency

OVERVIEW

Fluency is the ability to read a text accurately and quickly (National Reading Panel, 2000). Fluent readers read aloud effortlessly and with expression. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy (National Institute for Literacy, 2003). Halted pacing, frequent mistakes, poor phrasing, and incorrect intonation often derive from weak word recognition skill (Samuels, 1992). Fluency is important because it provides a bridge between word recognition and comprehension. Fluent readers do not have to concentrate on decoding the words; they can focus their attention on what the text means. In this way, students can unglue themselves from print (Chall, 1983; Blevins, 2001). Without fluency, readers must attend to too many things at once, hindering their ability to think about what they are reading (Anderson, 1999; Shanahan and Beck, 2006). Students are considered fluent when they can read at a rapid rate (that is, when their words are paced correctly), automatically recognize words, and phrase correctly (that is, when they use appropriate pitch, stress, and grouping of words into meaningful units).

INSTRUCTIONAL ROUTINE FOR READING FLUENCY

Preteach Skim the text the students will be reading. Before you introduce it, select five to ten words that might cause difficulty. Write them on the board and use the students' phonetic knowledge to sound them out in advance. Then read chorally as a class three times (Blevins, 2001). Readings in *Milestones* have these words identified for you.

Teach

- Explain that fluency means reading at the correct pace (students' grade level norm), sounding natural (like a native English speaker), and using expression (e.g., having your voice rise and fall according to punctuation and meaning) while working to comprehend the text. Model fluent reading by reading aloud to students on a regular basis. The more students read silently or aloud, the more fluent they will become. Demonstrate correct intonation and phrasing for the students. First, read a passage without pausing. Then re-read the passage with phrases chunked together, using appropriate pauses. Point out that you do not sound like you are reading a list; you sound like you are reading something longer and connected. Model fluent reading while students follow along silently reading the same passage (Blevins, 2001).
- Provide direct instruction and feedback. Note which sound/spelling correspondences are difficult for students so you can refocus these to become automatic.

Apply Provide reader support and guide students as they practice their fluency skills. English Language Learners need systematic, scaffolded activities with lots of repeated oral reading to become fluent readers. *Milestones* provides students with daily oral reading fluency practice using the following techniques:

- **Choral Reading** is a method in which students read aloud in unison. Select a text and have students point to the words with their fingers. Read at a pace *slightly* faster than the students and encourage them to keep up. Remind students to keep their eyes on the book and follow along with their fingers.
- **CD Assisted Reading** is a technique in which students read orally or silently along with an audio CD. In this way, students can practice **reading aloud with expression and intonation** as they read with support using the teacher, their peers (Li and Nes, 2001), or the audio CD (Blum, Koskinen, Tennant, and Parker, 1995).
- **Readers Theatre** is a way for students to rehearse and perform a reading as a play. Students read orally from dialogue-rich scripts that have been created from texts. Rehearsals are an "excuse" to reread texts and practice fluency. Because dramatization also helps readers make connections between speech and actions, these scripts are especially helpful for English Language Learners (Optiz and Rasinski, 1998).
- **Repeated Reading** is a proven method for improving fluency. It has been shown to increase reading rate and accuracy and to transfer fluency gains to new texts. Students read while a partner times them. They receive feedback about word-recognition errors and the number of words read correctly. Students then practice independently or with a partner until they master the selection. Additionally, students are building their sight-word vocabulary (Blevins, 2001).
- **Reading Words in Chunks** involves students' ability to group words together in meaningful units using syntactically appropriate phrases. Proficient reading is characterized by students' word chunking or phrasing behavior while reading connected text (Rasinski, 2000).
- **Echo Reading** involves students in an active manner. The teacher reads a line or section of text and the students repeat it orally. Point out changes in stress, pitch, pauses, and how the text was chunked.
- **Looking for Signpost Words** teaches students to look for signpost words (key words to watch for, such as "first") that help them notice sequence. Teach students the key words and have them point them out when they encounter them.
- **Paired Reading** involves students working with partners and taking turns reading a text orally. They can trade off by line, paragraph, or page. The partners should tell each other whether the pace and expressions were appropriate. They can offer encouragement and suggestions for improvement and can ask each other questions about the text to check

English Language Learners with low levels of fluency must first work to develop automaticity. This includes the ability to accurately and quickly recognize many words as whole units rather than individual letters. Words have meaning; individual letters do not. Less memory is required for a meaningful word than a meaningless letter (Samuels, 2002). Phrasing involves reading with the right pitch, stress, and expression. To read with expression, readers must be able to divide the text into meaningful chunks, i.e., phrases and clauses (Rasinski, 2000).

Repeated reading is an important way to increase reading fluency. Students read and then reread words, phrases, and passages. Students who read and reread passages orally as they receive guidance and/or feedback become better readers. Repeated oral reading substantially improves word recognition, speed, and accuracy, as well as overall fluency (National Reading Panel, 2000). To a lesser but nonetheless considerable extent, repeated oral reading also improves reading comprehension.

comprehension.

- **Reading Poetry Aloud** helps students to focus on correct pacing of syllables as they read aloud, so that the rhythm and rhyme (if any are included) are phrased correctly. The poem should be read with expression and not forced into a sound that focuses on rhythm instead of meaning.
- **Using Pace and Expression to Read a Dialogue** is a method in which students work together to speak as though they were having an actual conversation. Model a fluent passage and tell them: *I am talking naturally. My . . . voice . . . is . . . not . . . going . . . too . . . slowly . . . is . . . it? Don't call words out. Let them flow smoothly like this!*
- **Punctuation and Type Cues** help students to attend to punctuation cues, so they can tell if someone is asking a question, making a statement, or exclaiming about something. For intonation practice, write a question mark (?), period (.), or exclamation point (!) on slips of paper. Then, write a phrase on the board, such as "Birds sing" (no punctuation). Have students choose slips of paper and read "Birds sing" with the correct intonation for the phrase (e.g., Birds sing? Birds sing. Birds sing!). Discuss the differences and impacts to comprehension (Blevins, 2001).

Practice Now that students have heard fluent models and had peer support, they need to work on fluency individually.

Extend As students become more fluent, they can track their reading rate through charts, recording the number of words they can read in one minute. List *Number of Words* on the left side of a sheet of paper and number it by tens from zero to 200. At the bottom of the graph (horizontally) write *Number of Trials*. Have students plot how many words they read correctly in one minute. Students can track their scores and see progress. These speed drills can help students increase their reading rate through both oral and silent reading. The goal is not speed reading, but increasing students' rate and comprehension.

Enhance Additional activities/games can be used to reinforce what students learned about fluency. These can be extensions or a way to reteach specific skills. For practice paraphrasing and learning how to read in meaningful chunks, students can connect to grammar. They can use major parts of sentences (i.e., subjects, predicates, prepositional phrases) to see what "goes" together. Students read pre-marked photocopied passages by underlining what goes together grammatically. For example, in the sentence "Many players are on the team," students can see the subject, predicate, and prepositional phrase (adapted from Blevins, 2001).

For closure, restate the main skill within fluency that you focused on in that day's reading.

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Vocabulary

OVERVIEW

Vocabulary refers to the words we must know to communicate effectively (National Institute for Literacy, 2003). It is a critical element of reading instruction. "There are two types of vocabulary—oral and print. Oral vocabulary refers to words that we use in speaking or that we recognize in listening. Print vocabulary refers to words we recognize or use in print. A reader who encounters a strange word in print can decode the word to speech. If it is in the reader's oral vocabulary, the reader will be able to understand it. If the word is not in the reader's oral vocabulary, the reader will have to determine the meaning by other means, if possible. Consequently, the larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text" (National Reading Panel, 2000).

English Language Learners have obvious limitations with vocabulary because they have not had the same opportunity as native speakers for oral exposure to English words before learning to read. Therefore, instruction that leads to deeper processing of word meanings, along with greater repetition and use of words in different formats, leads to higher proficiency (Shanahan and Beck, 2006). Reading and vocabulary study offer joint benefits. Wide reading increases vocabulary, and vocabulary knowledge increases reading comprehension. Readers should be familiar with key vocabulary to understand the text and its nuances. Linking vocabulary with reading is an excellent strategy because new words can be introduced in meaningful contexts. Furthermore, a variety of responses to reading provides many opportunities to work with those words (Burns, 2006). The National Reading Panel Report (2000) supports the idea that a large portion of vocabulary words should come from content learning material.

Academic Vocabulary

The bridge from English language literacy to content area literacy is academic language (National Clearinghouse for English Language Acquisition, 2007). No Child Left Behind calls for English language proficiency standards to be aligned with English language arts standards and academic content standards. The element connecting these standards is academic English. Students need these language skills to master academic material, including both written and oral language (Marzano, 2005). Academic vocabulary encompasses language used in the

INSTRUCTIONAL ROUTINE FOR VOCABULARY *(adapted from Marzano, 2005)*

Preteach Tell students they will be learning new vocabulary words.

- Determine what the student already knows about each term.
- Ask students to share what they already know as a means of monitoring misconceptions.
- Ask students to share what they already know to use this knowledge as a foundation for more learning.

Teach Directly teach and model the target vocabulary words by giving a description, explanation, or example of each new term. Students need explicit, contextualized information.

Utilize examples, explanations, and descriptions, but **not definitions**. Definitions are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.

Apply Guide the students toward building vocabulary together. Have the students work in teams to give descriptions, explanations, or examples of the new term using their own words. Students should take turns offering these explanations orally to each other. Remind students not to copy what you said, but to use their own words. Monitor students to determine if any confusion exists.

- Provide more descriptions, explanations, or examples if necessary.
- Request that students record these in a Vocabulary Log.
- Have students draw pictures or symbols or locate graphics to represent the new term. (Students can use graphics from magazines or the Internet, too.)
- Ask students to share their work with the whole group.

Next, Marzano recommends that students "participate in activities that provide more knowledge of the words recorded in their *Vocabulary Log*." He notes: "Encourage students to identify prefixes, suffixes, antonyms, synonyms, and related words for the vocabulary term."

Practice Try the vocabulary in groups or pairs variation. Have the students discuss the words with other students using the "think-pair-share" strategy:

Think-Pair-Share Strategy:

1. THINK: Allow think time for students to review their own descriptions and images of the terms.
2. PAIR: Put students in pairs to discuss their descriptions, images, and any new information related to the terms.
3. SHARE: Provide opportunity for groups to share aloud and discuss conceptions and misconceptions.

The teacher should circulate around the room monitoring each group as students help each other identify and clarify confusion about new terms.

Enhance Building vocabulary requires repetition and practice. There are many engaging games that can be used at this level. Marzano (2005) recommends games as a means of reinforcement and practice.

- **Word Walls** are very useful for beginners because they provide a visual word bank of vocabulary words learned to date. They are often posted alphabetically, but could also be classified according to academic subject areas.
- **Wordo** is a game like Bingo in which students have cards with rows and columns. Within each square is a new word. As the teacher calls out the description of the word, students cover it with a circular marker

learning of academic subject matter including specific academic or technical terms (TESOL, 2008).

Words used during instruction, in exams, and in textbooks are not commonly perceived as words with which students would have difficulties. However, these words are very important to English Language Learners and need to be explained. Academic vocabulary is mostly developed through school-based readings and repeated exposure during content-based classroom activities (National Clearinghouse for English Language Acquisition, 2007).

The vocabulary involved is much more complex than the language structures and vocabulary of social conversations. It is the vocabulary needed to communicate effectively in content area classes and to comprehend various texts in different content area classes (American Educational Research Association, 2004). Preteaching important new words involves teachers being able to convey the meaning of the word as well as checking to see if students have grasped the meaning of the word (Kinsella, 2005). Teachers should give students visual cues that are both linguistic and non-linguistic. For example, writing the word on the board or placing it in front of the student on some sort of card or other means for seeing is important linguistically. A non-linguistic representation, such as an illustration, is beneficial because it will develop a strong mental model (Kinsella, 2005). Teachers need to pronounce the word, repeat the word, and give students several opportunities to repeat the word orally. Graphic organizers help communicate the meaning of difficult concepts and vocabulary.

Vocabulary building is crucial to success in reading. *Milestones* teaches several strategies students can use to determine the meanings of unknown words. In addition to direct teaching of key vocabulary from reading selections and academic vocabulary, *Milestones* teaches students to use **prefixes**, **suffixes**, **root words**, and **synonyms** and **antonyms**. Context clues are taught to help students understand **multiple-meaning words**. Marzano's (2005) effective six-step approach to teaching vocabulary involves direct instruction and guidance for both the teacher and student. Marzano notes the importance of practicing and reinforcing target vocabulary.

if they have it on their card. Students try to complete an entire row or column (horizontally, vertically, or diagonally) and then shout "Wordo!"

- **Zip-Cloze** (Blachowicz and Fisher, 2006) Put an excerpt of the selected reading on an overhead transparency and hide the new vocabulary terms with masking tape or sticky notes. Students use all the strategies they know to guess the missing words and write down the word they think it is. When a student guesses the correct word, the tape is quickly "zipped off" and students compare the word they wrote to the correct word. This steers students toward using context and syntax as additional clues for meaning.

Kinsella (2005) points out the importance of the following items in teaching vocabulary as well:

1. Pronounce the word (students should be able to see the target word on the board).
2. Ask students to repeat the word (in parts, then quickly).
3. Clarify the part of speech.
4. Provide an accessible synonym and/or a brief explanation.
5. Provide accessible examples: an image and "showing" sentences.
6. Rephrase the explanation, asking students to complete the statements by substituting aloud the new word.
7. Assess comprehension with a brief, focused question or task.
8. Provide a sentence starter to structure correct usage of the word.

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Grammar

OVERVIEW

Chomsky's (1959; 1980) research points out that there are basic principles shared by all languages, the so-called Universal Grammar. English Language Learners have access to Universal Grammar and have the ability to learn abstract and complex grammatical knowledge (Hulk, 1991). Krashen's (1982) research indicates that certain linguistic features are acquired before others. Krashen also emphasizes the importance of creating a secure, safe environment for language acquisition in the classroom, because anxiety, motivation, and self-confidence impact learning. English Language Learners need to focus on grammar to help them develop accuracy in their academic use of language; however, it must be made comprehensible through contextualization, the addition of visuals, and applicable opportunities for use. As students progress through the levels of language proficiency, they will make grammatical errors. The response of the teacher is crucial. If errors are left uncorrected, they may become fossilized, or permanent, in a student's linguistic system (Diaz-Rico and Weed, 1995). However, especially during the early stages of language learning, teachers should not correct every single word. Teachers should encourage the student to try to use the language (Ariza, Morales-Jones, Yahya, and Zainuddin, 2002). Learners will become more confident with practice. Then, teachers can focus on specific errors that interfere with understanding or communication. Teachers can help students begin to self-correct by using the following strategies (Ariza, Morales-Jones, Yahya, and Zainuddin, 2002):

- Help students identify the error. If you ask the student how old he is and he answers, "I have 13 years," say, "You **have** 13 years?" Your intonation indicates where the error occurred. Be polite and supportive when you restate the answer!
- Rephrase the question or statement for the student. "How old are you?"
- Repeat (or mirror) the correct usage. "Oh, you are 13 years old."
- Explain the difference between what you said and what the student said (see "Language Transfer and Interference" for specific items). "In Spanish, you indicate years of age by the verb 'have' but in English, we use the state-of-being verb, I am ___ years old."

INSTRUCTIONAL ROUTINE FOR GRAMMAR

(Modify this routine as necessary for your students.)

Preteach First, students must know something about the concept they are preparing to study. For example, if the topic is verb tense, you need to activate their background knowledge about time. Draw two arrows on the board (← →). Next to the left-pointing arrow, write "past." In the center, write "now," and next to the right-pointing arrow, write "future." Say, "Things happen at different points in time." Add little analog clocks showing an hour earlier under "past," the current time under "now," and a future time under "future."

Teach Next, teach the grammatical concept directly. Model and give an example. Talk out loud while you present the information. For example, say, "The present progressive tense is used when something is happening now" (point to "now" on your arrow diagram). Add the verb "be." Point to the grammar chart and remind the students of the sentence patterns: I am ___; He/She/It is ___; and You/We/They are ___. Now add a verb. Ask the class, "Are we eating right now or learning right now?" Write, "We are learning." Underline or color code the *-ing*. Say, "We add *-ing* to the verb if we are doing something right now. That's what present progressive means." Offer four examples: Using large print, write the verbs **draw, talk,** and **listen** on three separate sheets of paper. Write *-ing* using large print on a separate sheet of paper. Call four students to the front of the class. Have three students each hold one of the papers with a verb on it and have the class say the base verb (draw, talk, listen). Then give the fourth student the *-ing* sheet and connect it to the verb kinesthetically (like a puzzle piece). Say, "I am drawing. I am talking. I am listening." Next, using large print, write the word "write" on a big piece of paper. Call one student up to hold it. Call another student up and give her scissors. Have her cut off the silent *e*. Have a third student connect the *-ing* sheet. Say, "I am writing." Point out that the final verb "write" ends in silent *e*, so it must be dropped before adding *-ing*.

Apply Students should apply the grammar by working in pairs or small groups. Students should produce something that uses the grammar point (sentences, paragraph, dialogue, etc.). For example, the students could form small groups and make a list of verbs they know. They could write them on slips of paper and then make a separate sheet with *-ing* on it. They could add the *-ing* to each verb, going through the list orally (study, fly, eat, etc.). As the students work together, circulate around the room to see the examples of present progressive verbs. Make sure each group has used at least one verb that ends in silent *e*. Also, if they choose a verb that requires the doubling of the consonant (sit → sitting), teach them to do that. (This occurs with one-syllable verbs ending with a single consonant.)

- Provide a visual cue for the students to use. For example, you could hold up fingers for every word they say correctly and then leave a finger down on the one that is not correct, to help the student pinpoint the error.
- Create a list of frequent errors that the class is making (do not use names). Write sentences on the board and have students correct them.

Students also need analytic descriptions of grammatical patterns and rules in their writing. It is important not to rely solely on grammar drills and mechanical practice. Instead, provide students with ample opportunity for meaningful practice to yield long-term success. *Milestones* includes high-quality literature that provides progressive levels of syntax in the readings. Students have opportunities to write frequently and they receive feedback on both content and use of language. Students are taught elements of grammar that they encounter in the reading selections and that connect directly to the text they read. This provides an anchor for the student, instead of just practice with out-of-context examples. The vocabulary is incorporated into the grammar activities. Students learn to use grammatical conventions and terminology to help them communicate more effectively.

In the *Milestones Student Books*, students move beyond the beginning stages of learning English grammar. They build upon the simple nouns and verbs they know, and work with progressively more complex grammatical concepts as they move through the program. Students learn both regular and irregular verbs. They also learn to vary sentence structure with pronouns, conjunctions, and clauses. Students learn different types of sentences. Students apply the grammar points in their **listening and speaking activities**, as well as their **writing activities**. *Milestones Student Books* include focused **grammar sections** in which students practice the grammar skills directly in exercises. These exercises build upon what students have learned. For example, when students write a descriptive paragraph using the present progressive tense, they are responsible for the correct spelling of noun plurals, which were learned previously. It is a cumulative process. There are many things teachers can structure within the lesson to enhance the students' mastery of grammar.

Practice Students should work in pairs, groups, or independently to practice what they learned. Ideally, students should use something they just produced in the previous step. For example, students could use their lists to create complete sentences in written form using the verb "be." "I am eating. He is sleeping. They are writing." One excellent feature of *Milestones* is that the grammar practice incorporates topics and vocabulary from the reading. Students can use this before they try to generate their own language. This is a good example of the scaffolding that helps students be successful in writing their own samples.

Extend Now students must work independently to use what they have learned. They can share answers from the activity or student edition practice, or you can add a new activity that allows students to extend their knowledge of the grammar point. For example, students could orally share one of the sentences they wrote. As each student shares, the teacher can add the verb and sentence pattern to a grammar chart drawn on the board. Repetition is key!

Enhance There are many activities that incorporate **universal access** to enhance the students' knowledge using methods that incorporate the visual or kinesthetic. Students can play **verb charades.** Have each student write five base verbs on a slip of paper and fold them. Divide the slips of paper equally and place them in two containers. Divide the class into two teams. Select one student from each team to be an actor. The student pulls the verb out and has to act it out for the group (e.g., coughing; the student would make the motions for coughing. Sounds are allowed as long as the actual word is not used). As students guess the verb, they must add *-ing* to it, in order to receive full credit. Have a scorekeeper keep a list and award one point for each verb guessed and stated correctly in 90 seconds. The team with the most points wins for the day.

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Phonemic Awareness and Phonics

OVERVIEW

Phonemic Awareness

Phonemic awareness is the "ability to notice, think about, and work with the individual sounds in spoken words" (National Institute for Literacy, 2003). The research predicts that it will be easier for students who have developed phonemic awareness to learn to read and spell than those who have few or none of these skills, which include isolating, identifying, categorizing, blending, and segmenting sounds within words (National Institute for Literacy, 2003). Students begin with the spoken sounds of language first. This is what distinguishes phonemic awareness from phonics instruction.

In order to learn to read and write an alphabetic language such as English, a learner must first understand that spoken words are composed of phonemes (smaller sound units). However, research reveals that many learners do not automatically perceive segmented, separate sound units (National Reading Panel, 2000). This is especially true of English Language Learners who have limited exposure to standard English speech. Awareness of the separate phonemes that make up a word is critical for matching those sounds with letters in order to decode (sound out) a word.

Phonics

Phonics instruction teaches students the relationships between the graphemes (letters) and the individual phonemes (sounds). Decoding words depends on mastering sound-symbol correspondence. Students must learn to use the alphabetic principle, which says that there are predictable relationships between written letters and spoken sounds. Key research findings indicate that systematic and explicit phonics instruction makes better readers (National Reading Panel, 2000).

Systematic and explicit phonics instruction is most effective when introduced early (National Reading Panel, 2000). Manipulation of sounds can begin with preliterate students as young as four years of age; however, the ability to transpose, delete, or add phonemes to syllables is a skill that continues through high school (Adams, 1991). It helps students learn to identify words and, increases their ability to comprehend what they read. When students are able to decode meaning from print by reading words accurately and automatically, they can focus more on understanding what they read. Effective literacy programs provide students ample opportunity to apply their developing knowledge of phonics in words, sentences, and contextualized examples.

INSTRUCTIONAL ROUTINE FOR PHONEMIC AWARENESS AND PHONICS

(Modify this routine as necessary for your students.)

Preteach Focus the students on the sounds and letters within the words being studied. Stretch out the sounds slowly. For example, in the word *pacify*, stretch each sound /p/ /a/ /s/ /i/ /f/ /y/. Then do it by syllable /pa/ /si/ /fy/. Write the word on the board and have the class repeat the sounds with you as you point to the letters.

Teach Teach students that these sounds together carry meaning. Say, "The root word here (point to the letters *paci*) means *peace*. Now, when we add letters to the end that have their own meaning, we're adding a suffix." Tell students, "The suffix *-fy* is Latin for *make* or *do*. When we put the root and the suffix together and say *pacify*, we are making a word that means to '*make peaceful*.' When we add suffixes, we can change the whole meaning of a word. We can also affect grammar. For example, the suffix *-or* or *-er* means *one who does*. If we have the root word *narrate*, we have a verb meaning *to tell*. When we add the suffix *-or* to that word, we get *narrator*. This word is now a noun, not a verb. It means '*a person who tells about something*.'"

Apply Next, have the students help you stretch out the sounds of additional words (from the text) that you have written on the board. Add suffixes and prefixes to the root words (e.g., *teach* (verb) → *teach***er** → means *one who teaches* (now a noun).

Practice Have the students work in pairs and use the vocabulary from the text to orally practice stretching the sounds. Have students identify the meaning and part of speech.

Extend Students need to try sounding out the words on their own, and recording them on their paper. Students should write out each word (spelled correctly).

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Spelling

OVERVIEW

Spelling is an intricate system that includes alphabet knowledge, sound-symbol relationships, visual memory, knowledge of patterns, and rules (Burns, 2006). Students need direct instruction in word analysis to help them analyze speech sounds and their spelling. Spelling instruction supports students as they advance from being emergent to proficient readers (Pinnel and Fountas, 1998). Students progress through several stages as they learn to spell (Gentry and Gillet, 1993).

The **precommunicative** stage involves students with little or no formal schooling. Students in this stage are just beginning to recognize that meaning is conveyed by written words using a standard set of characters. Students will draw, scribble, mix upper and lowercase letters, and use pictures to represent their ideas.

The **semiphonic** stage involves an understanding of the alphabetic principle (the idea that there is correspondence between letters and sounds). Phonemic awareness activities are important at this stage so that students can hear the sounds. The National Reading Panel (2000) reported that students who receive instruction in the blending of sounds (putting them together) and segmenting sounds (pulling them apart) make significant spelling gains. Students at this stage often represent only a portion of the sounds they hear in a word. Vowels are often absent.

The **phonetic** stage involves students sounding out words. Students may spell a word exactly as it sounds. For example, the word *stopped* might be written as *stopt* because the students do not yet know the three *-ed* ending sounds or the rules for doubling consonants.

The **transitional** stage involves more detail. Students stop relying solely on sounding out words. Vowels are present in every syllable. Students now use vowel teams (digraphs or diphthongs). Sometimes all the letters in a word are correctly represented, but are out of sequence. They might write *gril* instead of *girl*.

The **conventional** stage involves the students' ability to combine several strategies. By now, students have mastered several patterns and have learned about derivations. They must learn about homophones, contractions, and words with irregular spellings.

Students need to be taught to move beyond "sounding it out" by using visual information, root words, prefixes, suffixes, and analogies to known words (Burns, 2006).

INSTRUCTIONAL ROUTINE FOR SPELLING

Preteach Present the spelling words as categorized in *Milestones*. Show the class the word list in isolation and in contextualized sentences. For example, demonstrate the short /**a**/ in the word *backpack*. You can say, "I have a school map in my *backpack*."

Teach Directly point out and focus on the specific spelling pattern being taught. For example, if vowel digraphs are being taught, using a rhyme, such as "When two vowels go walking, the first one does the talking," will provide students with a memory tool. You can also color-code the grapheme *sail*. Say every word aloud, and pronounce it slowly. Have the class repeat the words. (Also see Marzano's suggestions in the *vocabulary* section for ensuring that students understand and can use the word versus just memorizing the spelling.) Have them copy the word list on their own papers.

Apply Ask students to look at each word and say it to themselves. Tell students to close their eyes and try to visualize the word as they spell it to themselves. Students can open their eyes to see whether they were correct. Next, students should cover the word, write it, and then check again to see whether they were correct (Murphy, 1997).

Practice Students can now practice these words in pairs, repeating the steps listed above with a partner, and checking to see if they are correct. Each pair should discuss the "tricks" they use to help themselves remember the spelling.

Extend Prepare multisensory centers that will allow students to use techniques that are visual, auditory, kinesthetic, and tactile (VAKT). The VAKT approach has been proven to show an increase in correct spelling (Murphy, 1997). Students say, write, check, and trace a word, and then write it from memory.

Enhance There are many **activities** that support spelling at each level.

- **Tap it Out** Students write their spelling words in boxes (one box per letter) and use a clasped hand to gently tap on each letter as they say each sound, such as /c/l/a/p/. Next, they swipe the whole word with their fist in one smooth motion. Instead of going letter by letter and sound by sound, they blend each one together and restate the word as a whole, in this case "clap."
- **Enhanced Visual and Tactile Strategies** Students can trace their spelling words using glitter pens or gel pens. Once the words dry, have them trace the letters with their fingers as they say them aloud to activate both the visual and tactile techniques mentioned above (VAKT). Students can also use the computer to spell their words using different fonts and effects, such as shadowing, outlining, embossing, or engraving. They can change the font colors to help them practice visualizing the words.

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Writing

OVERVIEW

Writing is an active, personal process that facilitates the making of meaning. The writing process allows students to articulate their thoughts. High levels of oral language development are not necessary for students acquiring English to successfully communicate their ideas and experiences in writing (Hudelson, 1989; Taylor, 1990). As students begin to master English syntax and semantics, they can still express their thoughts effectively (Urzúa, 1987). Writing is a developmental process that teachers need to ensure is accessible to all students regardless of proficiency (Samway, 2000).

Learners vary in their abilities and levels. Some are more fluent speakers while others are more proficient writers. Therefore, an approach that addresses the need of each learner is most appropriate. Writing Workshop is a model that has been used successfully since the mid-1980s (Graves, 1983; Atwell, 1987; Calkins, 1994; Harwayne, 2001). It incorporates a process approach to writing that involves five stages: prewriting, drafting, revising, editing, and publishing (Graves, 1983).

- **Prewriting** is the stage in which students plan their writing. This can be done in groups through brainstorming (orally focusing on ways to approach the topic and thinking about what to include). Students can plan using webs, outlines, key words, phrases, or at the earliest stages, by drawing or talking (Burns, 2006). The *Milestones* Teacher Resource CD-ROM provides many graphic organizers to help the students plan their writing.
- **Drafting** is the stage in which students take what they have planned and begin writing a rough draft. Students do not need to include everything that was in the prewriting plan. They should choose only the items that relate to each other and the topic. Encourage the students to write without stopping to correct errors. Make sure the students have enough content to progress. If content is lacking, they can go back to the prewriting stage to generate more detail (Lipkewich, 2001). *Milestones* includes student models so English Language Learners can see the expectations.
- **Revising** is the stage in which students add information, extra details or unrelated items, replace words with stronger or clearer vocabulary, and rearrange the writing into a logical, organized order (Lipkewich, 2001). *Milestones* contains detailed, scaffolded steps for students to follow during revision.
- **Editing** is the stage in which students go back to the revised draft and edit for spelling, mechanics,

INSTRUCTIONAL ROUTINE FOR WRITING

(Modify this routine as necessary for your students.)

Preteach Introduce the writing objective by finding out what students know about the topic. For example, if they are to write a descriptive paragraph about a favorite place, you can think aloud about what *favorite* means. Say, "I like cold weather and fresh air, but I prefer sunshine. Sunny weather is my *favorite*!"

Teach Use the material in *Milestones* to lead the students through the steps in planning their writing. Model how to add descriptive words. For example, say, "Which sentence paints a better picture? *I like the park* or *I like the park with the tall, green trees and a soccer field.*"

Apply Have students look at the sample piece of writing entitled "Student Model" together in groups. As you go over the student model together, use it to point out the important elements you are teaching. For example, in this case you would focus on paragraph indentation, and the descriptive words that offer details about the main idea of the paragraph. Have students offer additional examples of the elements you have been teaching as you lead them through the sample.

Practice Next, have students draft their piece of writing. Have them work with a peer to review it for the required items (use the checklist to make sure they have everything they need). Be sure to circulate during this time or call students up one at a time to have a conference with you about the writing.

Extend Students should then go back and edit and revise the piece independently, based on the feedback of the peers and teacher.

Enhance Try including **differentiated instruction/ universal access** to differentiate the learning. For example, if the focus is on the paragraph, students could cut out the paragraph in its entirety to make sure it has an indented shape. On the other hand, if the focus is on

punctuation, grammar, and paragraphing (Burns, 2006). *Milestones* contains detailed, scaffolded steps for students to follow as they edit their writing. Encourage students to use color as they proofread. According to Armstrong (1999), the use of color can be an effective tool. For example, students can use red to check for correct punctuation (coloring in the marks already in place and adding missing punctuation). They can use green to identify capital letters (tracing the capital letters already in place, then adding or crossing them out as needed). They can use a highlighter to highlight the words they think might be misspelled (this will help during teacher or peer conferences). They can use blue to rewrite sentences correctly (incorporating standard grammar and conventions).

- **Publishing** is the stage in which students polish the final draft and share it with a wider audience in some manner (Burns, 2006). Students can share their work with classmates, peers in other classes, students in other grades, school publications, their families, or community members. *Milestones* contains a variety of ways for students to share their writing.

In addition to the five stages in writing, *Milestones* also incorporates six general traits in the piece of writing that align with the stages in the writing process. These include a focus on **ideas**, **organization**, **voice**, **word choice**, **sentence fluency**, and **conventions**. **Ideas** address the main content of the piece. Students learn how to make the message focused and clear. **Organization** addresses the internal structure of a piece of writing. It involves a strong beginning, logical transitions, and a sense of closure at the end. **Voice** involves the writer coming through in a personal way. The phrases, words, and insights presented by the writer have a distinctive flavor that belongs to that person specifically. **Word choice** involves moving beyond functional language into precise vocabulary that paints a picture. Students can choose vivid, inventive language, or they can draw on everyday words, using them in a way that flows. **Sentence fluency** involves the rhythm and flow of the language when the piece is read aloud. Sentences that vary in length and style help the writing to flow easily. **Conventions** address the mechanical correctness of the piece—spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation (adapted from Northwest Regional Educational Laboratory, 2001).

sentence fluency (getting the paragraph to sound good when read aloud), students could cut out each sentence to examine its length. This activity will help students see differences in sentence length.

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Differentiated Instruction

OVERVIEW

Today's classrooms comprise a wide spectrum of learners who vary in many different ways. In addition to differing language levels and cultural backgrounds, English Language Learners have a broad range of abilities. Some students struggle to learn while others exceed grade level expectations. In order to meet the needs of a diverse student population, teachers can differentiate their instruction. Simply put, differentiated instruction/universal access consists of the efforts teachers make to respond to the individual and differing needs of the learners in their classroom. When teachers reach out to students and vary their teaching in order to create the best learning experience possible, they are differentiating instruction (Tomlinson, 1999). Students need multiple options for taking in information and making sense of ideas.

As teachers focus on educational standards and the key concepts within those standards, they can take creative paths to reach a common goal—the success of their students. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process (Hall, 2002). The guiding principles of differentiation are based on years of educational theory and research. For example, differentiated instruction/universal access aligns with the work of Vygotsky (1986). His Zone of Proximal Development (ZPD) shows that students need to be taught at a level that is slightly beyond their current level of mastery. This "zone" is where learning takes place. In addition, classroom research by Fisher et al. (1980) strongly supports the ZPD concept. The researchers found that in classrooms where individuals were performing at a level of about eighty percent accuracy, students learned more and felt better about themselves and the subject area under study (Fisher, 1980, in Tomlinson and Allen, 2000). Differentiation is also important for students who function at more advanced levels. A research study (Shore et al., 1991) found that a combination of acceleration and enrichment (where students study topics in more depth or complexity) results in improved achievement for gifted students.

Regardless of the level of the student, there are several techniques that can foster and enhance learning. Tomlinson (1999) recommends four elements to incorporate within classroom differentiation, "(1) **content**—what the student needs to learn or how the student will get access to the information; (2) **process**—activities in which the student engages in order to master the content; (3) **products**—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) **learning environment**—the way the classroom works and feels."

Milestones incorporates these elements. For **content**, students are matched to a level where they can succeed

INSTRUCTIONAL ROUTINE FOR DIFFERENTIATED INSTRUCTION

Preteach Introduce the concept and vocabulary in advance in an engaging manner. The key is to capture the students' attention. Turn off some light so the atmosphere feels different. Gather additional props, visuals, and tactile materials that relate to the theme and set them out on the students' desks or tables. You could even dress up as one of the characters from the reading or put on a costume that represents the theme.

Teach As you directly teach the concept and vocabulary, find ways to vary the presentation of information. For example, if you are comparing and contrasting an idea, use a graphic organizer. Or, use two different colors when you write on the board to emphasize the difference and help students keep track visually. You can also incorporate the kinesthetic by asking students to write on note cards or slips of paper that can be rearranged and organized according to the task.

Practice Once you have completed the direct instruction, students can work in groups. Flexible grouping is a key component of differentiating instruction. Students should work with several different peers over time. Let students work with peers who are functioning at a similar level, and at other times, mix the groups according to ability. Students can also be grouped according to interests or learning styles. When appropriate, students should be allowed to select their own group members (Tomlinson, 1999).

Apply Continue to allow the students to work on the assignments. However, here is where you will need to vary pace, depth, and complexity based on language and ability level. For example, if you were exploring the theme at the beginning of the chapter, some students could point to pictures and repeat what you say. Others could draw a picture and label it with new vocabulary. And others could write multiple sentences about the theme.

Extend Once the students have been taught the concept and vocabulary and have had scaffolding and group support, they need to work independently to show that they have mastered the skill. There are many ways to

and gain new skills in literacy. In addition, concepts and ideas are presented through both auditory and visual means. Also, the *Milestones Teacher's Edition* offers grouping patterns that include pairs and small groups. The embedded assessment components guide teachers in the reteaching of ideas or skills for struggling learners, or help to extend the skills of advanced learners.

Milestones addresses differentiation in the learning **process**, as well. The *Teacher's Edition* includes multi-level activities to help English Language Learners who are working above or below the task at hand, based on their language proficiency level. The varying levels offer scaffolded support, as well as challenges. Teachers can incorporate visuals, manipulative materials, technology, and other hands-on supports for students who need them. Tomlinson (1999) also recommends that teachers vary the length of time a student may take to complete a task (to help struggling learners or to encourage an advanced learner to pursue a topic in greater depth). After a theme in *Milestones* has been studied, there are multiple choices for additional projects students can do to explore the topic further.

Milestones differentiates the actual **products** that students submit as assignments. Students have the opportunity to practice, apply, and extend their learning in several ways. For example, students might role-play a talk show with characters being "interviewed" or create character maps to draw inferences about the characters' traits. One of the challenges of differentiation is to brainstorm creative activities that will engage a variety of students. *Milestones* gives teachers a clear starting point for differentiating instruction with an array of creative and engaging activities.

The **learning environment** discussed by Tomlinson (1999) also includes the curriculum itself. The reading selections in *Milestones* reflect a variety of cultures and home settings. The activities encourage home and community connections, too. As teachers implement differentiation, it will be important for families and students to recognize that some learners need to move around to learn, while others do better sitting quietly. This may differ from cultural norms the students have been exposed to in previous schooling. Therefore, the classroom itself needs designated areas where students work together or independently (see the section on Classroom Management).

Ultimately, the goal is to ensure respectful activities for all students that will lead to growth and achievement. Therefore, when putting differentiation into practice, teachers can follow a general instructional routine as it will be individualized and tailored according to the level, theme, and task.

let students show what they have learned. *Milestones* includes a variety of assignments for students to submit, but these can be adapted further. For example, during the Writing Workshop, if the assignment is to write a persuasive essay, the student could place the final copy on a poster designed to look like a newspaper editorial. Encourage students to add their own creative flavor, as long as your requirements are met.

Enhance Differentiated instruction/universal access is about finding ways to make an assignment more visual, kinesthetic, musical, natural, introspective, collaborative, logical, or verbal. This is the joy of teaching. There are many ways to do this. When you allow students to incorporate their own creativity, they will own the assignment in a way that creates a bridge to their understanding.

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Assessment

Assessment That Informs Instruction

Milestones has a wealth of assessment support designed to ensure that students are on track to achieve skills and standards mastery. These support materials are categorized into three types of assessment: **Entry-Level, Progress Monitoring,** and **Summative.** The table below describes these types of assessment and shows how they are embedded in the *Milestones* program.

Entry-Level Assessment

- Helps educators **place students** in the appropriate level of instruction.
- Provides **diagnostic information** to guide teacher's instructional focus on students' strengths and weaknesses.

Feature	Function	Where to find it
Placement Test	• Places students in appropriate level of *Milestones*.	★ *Assessment Book*
Needs Assessment/ Diagnostic Test	• **Evaluates** the extent to which your students know the planned content of *Milestones*. • **Assesses** student **needs** for **instructional support** in that level.	★ *Assessment Book*

Progress Monitoring Assessment

- Helps educators **evaluate** their students' **progress** and helps establish a plan for intervention.

Checkpoints	• Informally **assess** and **monitor** students' vocabulary, reading strategies, and grammar at the end of every page of instruction.	★ *Student Book*
Reading Checks	• Informally **assess** and **monitor** reading comprehension.	★ *Student Book*
Progress Checks	• Serve to help students **self-assess** and **monitor** skills by providing further practice for each chapter. • *Pages to Review* refer students back to the instruction page where each Progress Check item is taught.	★ *Student Book*
Progress Reports	• Generate individual or full classroom standards skills mastery reports.	★ *MilestonesTracker*
Chapter Quizzes	• **Assess** understanding of content in each chapter. • Gauge learning so teachers can **adjust instruction** as necessary. • Allow teachers to provide **Differentiated Instruction** to ensure proficiency mastery related to standards.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM* ★ *MilestonesTracker*
Reading Assessment Practice	• Provides students with **standardized test practice** in every chapter to refine skills, such as reading comprehension and higher order thinking skills.	★ *Student Book*
Writing Assessment Practice	• **Writing on Demand** helps students practice writing to prompts in a timed form as found in standardized tests.	★ *Student Book*
Reading Strategies List	• Supports teachers in devising strategies to help students become **proficient readers**. Teachers can then monitor student progress toward proficiency.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM*
Student Checklists and Resources	• Include **Peer Editing, Active Listening, Spelling and Word Study, Test-Taking Tips,** and additional items that allow students to self-assess and teachers to monitor student progress.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM*
Teacher Rubrics	• Assist teachers in monitoring reading, writing, and oral presentations.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM*
Oral Reading Fluency Assessment	• Provides teachers with guidance in monitoring students' progress toward long-term fluency goals.	★ *Assessment Book*

Portfolio Assessment	• Students select what should go into their portfolios by using an *Activity Rating and Reflection* guide. • Teachers can also utilize students' portfolios to monitor performance.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM*
Summative Assessment • Serves as a tool to provide **feedback** to students on their **performance**. • Assists in **evaluating** the **effectiveness** of the program's **curriculum** and **instructional strategies** for your particular students.		
Unit Tests	• Assess understanding of content in each unit.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM* ★ *MilestonesTracker*
Milestones to Achievement	• Found at the end of every unit, providing students with more assessment practice to further cement skills learned and to familiarize them with the format of state assessments.	★ *Student Book*
Mid-Book Exam	• **Assesses cumulative understanding** across units.	★ *Assessment Book* ★ *Teacher's Resource CD-ROM* ★ *MilestonesTracker*
End-of-Book Exam	• **Assesses** students' **mastery** of standards-based skills and strategies in *Milestones*.	★ *Assessment Book* ★ *Teacher's Resource* CD-ROM ★ *MilestonesTracker*

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Listening and Speaking

OVERVIEW

Students sometimes think of listening as a passive activity. However, research suggests that listening is an interactive, dynamic, and interpretive process in which the listener engages in the active construction of meaning. Speaking also requires the student to be active. Oral communication involves the negotiation of meaning between two or more people (O'Malley and Valdez-Pierce, 1996). Listening and speaking are interdependent processes, and need to be taught and assessed in an integrated manner (Murphy, 1991).

To help students understand that listening is an active skill that they can develop, encourage them to remain focused during listening activities. Instruct students to listen for the main idea, using known vocabulary and context to determine meanings. Reassure students that they might not understand every word of what they hear.

Milestones has many opportunities for students to practice their skills using authentic listening and speaking activities appropriate to their level of proficiency. These range from greetings and introductions to role-playing characters, all of which promote comprehension. An important element in *Milestones* within the listening and speaking activities are the phrases for conversation. These are sentence starters that help English Language Learners with technical language, allowing them to begin to state their response aloud after listening to a peer or teacher. In order for students to become proficient, they must build their receptive language skills as well as their productive language skills. Therefore, speaking strategies must also be introduced and modeled by the teacher.

INSTRUCTIONAL ROUTINE FOR LISTENING AND SPEAKING

Preteach Present the context the students will be using to practice the listening and speaking activity. Add props to help create an authentic atmosphere that will prompt ideas. For example, if a role-play is involved, you can pull up chairs for the actors, and give students hats to wear so they feel like characters.

Teach Explain exactly what the students are to do for the activity. Use the steps *Milestones* provides to lead students through the actions. For example, if students are to tell a story based on a particular prompt, they can first put their ideas down on note cards. They can use these to help guide them as they talk. *Milestones* also provides tips for the listener. These include things such as asking questions, telling a partner what they liked about the story, and offering a few suggestions. The teacher should point to the "phrases for conversation" and model a few sentences using these sentence starters.

Apply Have the students work in groups on the assigned listening and speaking activity. Students can practice asking clarifying questions. For example, they might focus on what they could say if they need someone to repeat something. This might be, "Pardon? Excuse me? Would you please repeat that?"

Practice Have students work in pairs on the listening and speaking activity. For example, they can practice how to get a turn in a conversation. They might say, "Could I please say something? May I ask a question? I have something to say. I have a question."

Extend Have the students work independently to practice the listening and speaking activity. For example, each student could come up with phrases to say when someone is speaking too quickly or when they don't understand a vocabulary word. Interaction is necessary, so encourage students to try these phrases in their community (e.g., a grocery store, a library, etc.).

Enhance Have students use paraphrasing aloud to reinforce their understanding of what they heard. Students should repeat the story in their own words. Students can retell stories, mentioning story grammar (character, setting, problem, events, ending). Students can play listening and speaking games such as **20 Questions,** where one player thinks of a word and the other players ask 20 yes/no questions.

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Technology in the Classroom

OVERVIEW

Computers and multimedia can be powerful tools for enriching student learning. The use of technology in teaching Language Arts has been a frequent focus of educational research in recent years. Bialo & Kachala (1996) reviewed 176 educational studies focusing on the effectiveness of technology in schools. They state, "Recent studies in this area indicate that using technology can enhance students' language development as well as their achievement in reading, writing, and spelling."

Also, the use of technology in education has been found to have positive effects on student attitudes toward learning and on student self-concepts. Students felt more successful in school, were more motivated to learn, and had increased self-confidence and self-esteem when using instruction that integrated computers. This was particularly true when the technology allowed learners to control their own learning (Bialo and Kachala, 1996). In addition, teachers need to be able to use the technology. Properly prepared teachers can take advantage of the unique features of technology to teach content in ways they otherwise could not (Garofalo, Drier, Harper, Timmerman, and Shockey, 2000).

Bourgeois (2008) recommends some useful tips for teachers using computers in the classroom:

1. Write directions for computer activities on index cards or poster board and laminate them. Place index cards at each workstation and hang the posters in the computer area of the classroom.
2. Begin with lessons that students can complete in one session. Give all students a chance to have success with simple computer assignments before taking on a long-term project.
3. Before assigning an activity, try completing the assignment yourself. This tests whether the activity can be completed in the time allotted, and whether your directions are clear.
4. Agree on a signal that students can use if they need help while working on a task. They can place an object on top of the computer or use a hand signal.

Milestones integrates technology with audio recordings, media workshops, and a CD-ROM for interactive expansion of skills (students can choose to do this online), as well as the *MilestonesTracker* online assessment and remediation tool, which includes testing, reteaching, and practice.

INSTRUCTIONAL ROUTINE FOR TECHNOLOGY IN THE CLASSROOM

(Adapt as needed for students' language level.)

Preteach Define the task at hand. Introduce vocabulary students will need to know. This includes computer terminology (verbs such as *click, scroll,* etc.).

Teach Model strategies to find information. Draw a web on the board that connects to smaller webs. Say, "These are networks." Explain that the Internet is a worldwide, publicly accessible series of interconnected computer networks that transmit data (information) to each other. The Internet is a "network of networks" that consists of millions of smaller domestic, academic, business, and government networks. The Internet carries information and services, such as electronic mail, online chat, files, Web pages, and other resources. It is called the World Wide Web and that is why you type in *www* as part of an address when you are looking for something (Rehmeyer, 2007).

Apply Assign small groups to gather information. Have each group look up the official government Web site for their state. Point out that the Web site will end with **.gov** for government.

Practice Have students work in pairs to synthesize the information and create the assigned project, such as a poster listing five facts they learned using the government Web site. With training, students could create PowerPoint slides.

Extend Have students independently evaluate the process and the product they created. They should ask themselves, "How did I find this information? How will I use it? How well did I do?"

Enhance Teach students about domains. Ask students to look carefully at the Web address. What kind of domain is it? The most common domains are:

.com–commercial organizations
.org—usually nonprofit organizations, but not always
.edu—ed'ucational institutions
.gov—government
.net—organizations involved in Internet services
.int—international organizations

Domains may provide an indication of the sponsor. Is it a government site, school resource, museum, commercial, or private Web project? Have students try to determine who published the page (an individual or an agency). See if students can find a name attached to the page. Have students look at the core page for the entire Web site (everything between the http:// and the first /) to see who sponsored the site (Johnson and Lamb, 2007).

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Language Transfer and Interference

OVERVIEW

It is important for teachers to recognize that English Language Learners bring an important skill to the literacy process. Students already have knowledge of phonemes (sounds), morphemes (units of meaning), syntax (word order and sentence structure), and semantics (meanings of the words) in their home language. This knowledge is innate, even if English Language Learners are not fully literate in their home language. It is helpful when teachers recognize that students will naturally try to use the sounds and grammatical structures of the language they already know. Transfer occurs when speakers and writers transfer items and structures that are not the same in both languages. When teachers appreciate the difficulties that arise because they understand that the cause is language transfer, they can offer support to the students. In fact, the grammatical and phonetic comparisons can be beneficial (Swan and Smith, 2001). These systems can be examined to see where transfer and interference occur.

Phonology There are some sounds and sound combinations in English that are not heard or differentiated by non-native speakers. They are difficult to pronounce. Also, English does not have one-to-one correspondence of sound to spelling. This causes students to feel unsure of the correct English pronunciation; so they transfer knowledge of their home language's phonetic rules to English. This can pose a comprehension problem (Ariza, Morales-Jones, Yahya, and Zainuddin, 2002). Every language has an acceptable phonemic sequence (which letters can go in a particular order). For example, in Spanish the cluster /**sp**/ can go in the middle of a word like *español*, but never at the beginning of a word. This explains why many Spanish speakers say *estudent* instead of *student*.

Teaching Strategies There are ways to help students with difficult pronunciations. For example, the most challenging consonant clusters for the largest number of English Language Learners include two- and three-consonant clusters at the end of words followed by a vowel in the next word like /**nd**/ as in "He **clea<u>ned</u> up** his desk." Prator and Robinette (1985) suggest two ways of addressing this. Students could move the last consonant sound to the first sound of the next word. They would say, "He **clean <u>d</u>up** his desk." The other technique is to omit a consonant sound. Many English speakers do this more often than they realize. An example is the /**p**/ in *raspberry*. Many people say "razberry." The charts on the following pages show instances where transfer or interference could occur, and will help you understand the source of some student errors.

Morphology A morpheme (smallest unit of meaning) can be attached to a word (bound) or be free. For example, the suffix *-ed* (for past tense) cannot stand alone; instead, we say *talk<u>ed</u>* or *jump<u>ed</u>*. Other languages have rules for morphemes, too. For example, in Mandarin Chinese, the past tense morpheme /**le**/ does not have to be attached: *Ta haek cha le* means "He drank tea." */le/* can be separated from the verb *haek* (Ariza, Morales-Jones, Yahya, and Zainuddin, 2002).

Teaching Strategy Write English words on a strip of paper and cut them up according to morphemes. For example, the word *review* has two morphemes. Break them apart to show the meaning of each (re = to do again; view = see); then attach the prefix *re-* onto other words to show it could never stand alone (rewind, revisit, etc.).

Syntax Word order and the structure of sentences can also pose challenges. Every language has set grammatical structures. For example, in English, adjectives precede the noun they describe. In Spanish, the opposite is true. *El libro pequeño* translates literally as *the book small*.

Teaching Strategy Have students write a sentence on a strip of paper and then cut out each word separately. For example, use the sentence "I found a coin yesterday." Show students that they can move the adverb *yesterday* to the beginning of the sentence, but that no other words can move since English follows the word order of subject-verb-object.

For other grammatical structures, students and teachers can use the charts on the following pages to record and compare differences. For example, if a speaker of Haitian Creole omitted a state-of-being verb in a written sentence, as in "I sick," the teacher could go beyond just correcting the student's error by explaining that in English the verb "am" is needed (*I am sick*), but that in Haitian Creole it is not. The student can record this in two columns in a notebook, as examples occur.

The following pages examine language transfer and interference for Cambodian, Chinese, Haitian Creole, Hmong, Spanish, and Vietnamese.

References

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Cambodian

English Structure	Language Transfer Issue	Example of Transfer Error	Cambodian Language Structure
Adjectives	Placement of adjectives after nouns	Lena lives in a house big. *Lena lives in a big house.*	Adjectives commonly follow the nouns they modify
	No change of form for comparative adjectives	He is tall than me. *He is taller than me.*	Adjectives don't change form for this purpose
	Avoidance of *-er* and *-est*	The most funny joke. *The funniest joke.*	Comparatives and superlatives formed with a separate word.
	Difficulty with *-ed* and *-ing* forms	The class was interested. *The class was interesting.*	No active and passive meanings for corresponding adjective forms
Adverbs	Use of adjectives in place of adverbs	Speak quiet. *Speak quietly.*	No suffixes for adverb forms; adjectives used after verbs
Articles	Overuse or omission of articles	She is lawyer. *She is a lawyer.*	Article use differs from English
Infinitives & Gerunds	Use of present tense verbs instead of gerund and infinitive forms	I enjoy play tennis. *I enjoy playing tennis.*	No gerund form
Nouns	Consistent use of singular noun form for plurals	He has three sister. *He has three sisters.*	No plural form for nouns; no plural form after a number
	Plural forms used for noncount nouns	Where is your luggages? *Where is your luggage?*	No distinction between count and noncount nouns
	Possessive nouns formed with *of* phrase or avoidance of using *'s*	This is the bag of Marisa. *This is Marisa's bag.*	Noun possessor follows object; a character forms possessive
Pronouns	Difficulty differentiating between subject and object pronouns	Her told I. *She told me.*	No distinction between subject and object pronouns
Verbs	Use of present tense for all tenses; no subject-verb agreement; no inflection to show person or number	She go tomorrow. *She will go tomorrow.*	Verb does not change to show tense; tense indicated by context
	Omission of *to be*	You tall girl. *You are a tall girl.*	When *be* is implied it is omitted
	Use of present perfect in place of past perfect	Yesterday I have gone there. *Yesterday I went there.*	A past marker (e.g., yesterday) indicates a completed action
Questions	Repeat verb to answer yes/no questions	Do you speak English? Speak. For negative: No speak. *Do you speak English? Yes.*	Affirmative repeats the verb; negative response repeats the verb with equivalent of *no*
	Omission of *do* or *did* in questions	What you have? *What do you have?*	word for *do/did* in questions
	Avoidance of inverted question forms in yes/no questions in favor of tag questions or intonation	The pizza is good, yes? *Is the pizza good?*	No subject-verb inversion in questions

Adapted from Raimes, Ann. *Keys for Writers,* 3rd ed. "Language Transfer: Tip Sheets for Ten Languages." Houghton Mifflin Company. 2005.

Chinese

English Structure	Language Transfer Issue	Example of Transfer Error	Chinese Language Structure
Adjectives	Difficulty differentiating noun and adjective forms	Everyone wants free. *Everyone wants freedom.*	Some nouns and adjectives share the same form
	Difficulty with *-ed* and *-ing* forms	The class was interested. *The class was interesting.*	No active and passive meanings for corresponding adjective forms
Adverbs	Placement of adverbs before verbs	You hard work. *You work hard.*	Adverbs and adverbial phrases can precede verb
Articles	Omission of indefinite articles	I saw movie. *I saw a movie.* She is teacher. *She is a teacher.*	No indefinite articles; none used before a profession
Infinitives & Gerunds	Difficulty differentiating gerund and infinitive forms	I enjoy play tennis. *I enjoy playing tennis.*	No gerund form
Nouns	Consistent use of singular noun form for plurals	He has three sister. *He has three sisters.*	No plural form for nouns; no plural form after a number
	Plural forms used for noncount nouns	Where is your luggages? *Where is your luggage?*	No distinction between count and noncount nouns
	Names written last name first, no comma	Chan [last] Homan [first] *Chan, Homan* or *Homan Chan*	Family names precede first names
Pronouns	Difficulty differentiating between subject and object pronouns	Her told I. *She told me.*	No distinction between subject and object pronouns
	Omission of subject pronoun	Is cold. *It is cold.*	Subject pronoun can be omitted when subject is understood
	Difficulty with singular pronouns	Marie? No, he is not here. *Marie? No, she is not here.*	No gender difference in third person singular pronouns
	Confusion with possessive pronouns	I like she house. *I like her house.*	Character used between noun and pronoun to form possessive
	Omission of pronouns in clauses	If not have a car, I can't go. *If I don't have a car, I can't go.*	Sentence beginning with subordinate clause can omit subject
Verbs	Use of present tense for all tenses; no subject-verb agreement; no inflection to show person or number	She go tomorrow. *She will go tomorrow.*	Verb does not change to show tense; tense indicated by context
	Omission of *to be*	You tall girl. *You are a tall girl.*	Omit *to be* with adjectives and prepositional phrases
	Confusion with transitive and intransitive verbs	Oscar is married with Linda. *Oscar is married to Linda.*	Verbs that do and do not take a direct object differ from English
	Consistent placement of subject before verb	He is hungry and so I is. *He is hungry and so am I.*	Subject and verb order rarely changes
Questions	Avoidance of inverted question forms in yes/no questions in favor of tag questions or intonation	The pizza is good, yes? *Is the pizza good?*	No subject-verb inversion in questions
	Repeat verb to answer yes/no questions	Do you speak English? Speak. For negative: No speak. *Do you speak English? Yes.*	Affirmative repeats the verb; negative response repeats the verb with *no* or *not*
	Awkward question formation	She is (is not) teacher? *Is (isn't) she a teacher?*	Verb can be followed by its negative to form a question
	Question words placed at the end of question	Tell me she said what? *What did she say?*	Question words can be placed in the position of the answer

Haitian Creole

English Structure	Language Transfer Issue	Example of Transfer Error	Haitian Creole Language Structure
Adjectives	Placement of adjectives after nouns	Lena lives in a house big. *Lena lives in a big house.*	Adjectives commonly follow the nouns they modify
Adverbs	Use of adjectives in place of adverbs	Speak quiet. *Speak quietly.*	No suffixes for adverb forms; adjectives used after verbs
Articles	Omission or overuse of articles	I like the games. *I like games.*	Article use differs from English
	Inconsistent use of indefinite article with a profession	She is lawyer. *She is a lawyer.*	Indefinite article is usually omitted; it's optional if *to be* is used
	One used in place of indefinite article	I saw one movie. *I saw a movie.*	No indefinite articles
Infinitives & Gerunds	Use of present tense verbs instead of gerund and infinitive forms	I enjoy play tennis. *I enjoy playing tennis.*	Speakers tend to favor present tense over gerund or infinitive
Nouns	Use of an addition word rather than *s* for plurals	He has three sister. *He has three sisters.*	Plural marker placed after noun; no plural form after a number
	Plural forms used for noncount nouns	Where is your luggages? *Where is your luggage?*	No distinction between count and noncount nouns
	Possessive nouns formed with *of* phrase or avoidance of using *'s*	This is the bag of Marisa. *This is Marisa's bag.*	Noun possessor follows object
Pronouns	Difficulty differentiating between subject and object pronouns	Her told I. *She told me.*	No distinction between subject and object pronouns
	Difficulty with singular pronouns	Marie? No, he is not here. *Marie? No, she is not here.*	No gender difference in third person singular pronouns
	Confusion with possessive pronouns	That dog is me. *That is my dog.*	Possessive pronoun follows noun
Verbs	Use of present tense for all tenses; no subject-verb agreement	She go tomorrow. *She will go tomorrow.*	Verb does not change to show tense; tense indicated by context
	Avoidance of passive voice	Sell books here. *Books are sold here.*	No passive voice
	No tense change within a sentence	When I'm tired, I sleep. *When I'm tired, I will sleep.*	Verb tense does not change in an sentence
	Reliance on present tense	I do it later. *I will do it later.*	Present tense can be used in place of future and present perfect tenses
	Omission of *to be*	You tall girl. *You are a tall girl.*	Omit *to be* with adjectives and prepositional phrases
	Inconsistent subject-verb agreement	Pierre have three daughters. *Pierre has three daughters.*	Verb is not inflected to show person or number
	Consistent placement of subject before verb	He is hungry and so I is. *He is hungry and so am I.*	Subject and verb order rarely changes
Questions	Omission of *do* or *did* in questions	What you have? *What do you have?*	No word for *do/did* in questions
	Avoidance of inverted question forms in yes/no questions in favor of tag questions or intonation	The pizza is good, yes? *Is the pizza good?*	No subject-verb inversion in questions
Negatives	Overuse of double negatives	I don't have none. *I don't have any.*	Double negatives used frequently

Hmong

English Structure	Language Transfer Issue	Example of Transfer Error	Hmong Language Structure
Adjectives	Placement of adjectives after nouns	Lena lives in a house big. *Lena lives in a big house.*	Adjectives follow the nouns they modify
	No change of form for comparative adjectives	The most funny joke *The funniest joke*	Comparatives and superlatives formed with a separate word
Adverbs	Extra adjective or verb used in place of an adverb or verb	I run run fast. *I run fast.* Speak quiet. *Speak quietly.*	Adverbs are not used; adjectives used after verbs
Articles	Overuse or omission of articles	Do you like the dogs? *Do you like dogs?*	Article use differs from English; definite article can be omitted
	One used in place of indefinite article	I saw one movie. *I saw a movie.*	No indefinite articles
Infinitives	*For* used in infinitive phrases	He left for go to school. *He left to go to school.*	A prepositional form is used for the infinitive that translates as *for*
Gerunds	Difficulty using the gerund form	I enjoy play tennis. *I enjoy playing tennis.*	No gerund form
Nouns	Consistent use of singular noun form for plurals	He has three sister. *He has three sisters.*	No plural form for nouns; no plural form after a number
	Plural forms used for noncount nouns	Where is your luggages? *Where is your luggage?*	No distinction between count and noncount nouns
	Possessive nouns formed with *of* phrase or avoidance of using *'s*	This is the bag of Marisa. *This is Marisa's bag.*	Noun possessor follows object; a character forms possessive
	Names written last name first, no comma	Chan [last] Homan [first] *Chan, Homan* or *Homan Chan*	Family names precede first names
Pronouns	Difficulty differentiating between subject and object pronouns	Her told I. *She told me.*	No distinction between subject and object pronouns
	Subject pronoun is omitted	Is cold. *It is cold.*	Subject pronoun can be omitted when subject is understood
	Difficulty with some gendered pronouns	Call Kim and ask it for help. *Call Kim and ask her for help.*	No gender difference in third-person singular pronouns
	Confusion with possessive pronouns	I like she house. *I like her house.*	Character used between noun and pronoun to form possessive
	Difficulty distinguishing between various pronouns	The bag is I. *The bag is mine.* It is I dog. *It is my dog.*	No distinction between simple, compound, subject, object, and reflexive pronouns
	Redundant use of pronouns	My sister, she lives in Hanoi. *My sister lives in Hanoi.*	States noun and uses pronoun in description
Verbs	Use of present tense for all tenses; no subject-verb agreement; no inflection to show person or number	She go tomorrow. *She will go tomorrow.*	Verb does not change to show tense; tense indicated by context
	Omisison of *to be*	You tall girl. *You are a tall girl.*	Omit *to be* with adjectives and prepositional phrases
	Placement of two main verbs in the same clause without conjunctions	I went to the ATM took out cash. *I went to the ATM and took out cash.*	Has serial verbs, which can be connected without conjunctions
Questions	Repeat verb to answer yes/no questions	Do you speak English? Speak. For negative: No speak. *Do you speak English? Yes.*	Affirmative repeats the verb; negative response repeats the verb with *no* or *not*
	Question phrase placed at end of declarative sentence	The pizza is good, yes? *Is the pizza good?*	Can form questions by adding a phrase to a declarative sentence

Spanish

English Structure	Language Transfer Issue	Example of Transfer Error	Spanish Language Structure
Adjectives	Placement of adjectives after nouns	Lena lives in a house big. *Lena lives in a big house.*	Adjectives commonly follow the nouns they modify
	Adjectives made plural	She has beautifuls children. *She has beautiful children.*	Adjectives show number and gender
	Avoidance of *-er* and *-est*	The most funny joke. *The funniest joke.*	Comparatives and superlatives formed with a separate word
	Difficulty with *-ed* and *-ing* forms	The class was interested. *The class was interesting.*	No active and passive meanings for corresponding adjective forms
Articles	Omission and overuse of articles	Jason likes the birds. *Jason likes birds.*	Articles use differs from English; definite articles are often omitted
	Definite article placed before profession	The Doctor Sanchez is kind. *Doctor Sanchez is kind.*	Definite article can be used with a profession
	Definite article used for parts of the body	My father hurt the back. *My father hurt his back.*	Definite articles used for parts of the body
Infinitives	*For* used in infinitive phrases	He left for go to school. *He left to go to school.*	A prepositional form used that translates as *for*
Gerunds	Difficulty applying the gerund form	I enjoy play tennis. *I enjoy playing tennis.*	No gerund form
Nouns	Omission of *-s* to form plural	He has three sister. *He has three sisters.*	No plural form after a number
	Plural forms used for noncount nouns	Where is your luggages? *Where is your luggage?*	Some count, noncount nouns differ from English
	Possessive nouns formed with *of* phrase	This is the bag of Marisa. *This is Marisa's bag.*	Possessive nouns formed with *of* phrase
	Addition of *-es* to make plural words ending in consonants and *y*	bookes *books* dayes *days*	*-es* is added to nouns ending in consonants and *y* to form plural
Pronouns	Difficulty differentiating between subject and object pronouns	Her told I. *She told me.*	No distinction between subject and object pronouns
	Omission of subject pronoun	Is cold. *It is cold.*	Subject pronoun omitted when subject is understood
	Problems with gendered pronoun reference	The car is fast. He is new. *The car is fast. It is new.*	Nouns have gender
	Difficulty differentiating between human and nonhuman relative pronouns	The man which lives next door. *The man who lives next door.*	No distinction between human and nonhuman relative pronouns
	Omission of the pronoun *one*	Elena likes the red. *Elena likes the red one.*	Adjective is used instead of noun
Verbs	Reliance on present tense	I do it later. *I will do it later.*	Present tense used in place of future and present perfect tenses
	Confusion of present and simple past forms of regular verbs	He give it to me to keep. *He gave it to me to keep.*	Tense affects end of word only
	Past continuous used for recurring action in the past	As a child I was playing a lot. *As a child I played a lot.*	Past continuous used instead of *used to* or simple past in English
	Have used instead of *be* to describe state of being	I have thirst. *I am thirsty.*	*Have* expresses states of being
Questions	Omission of *do* or *did* in questions	What you have? *What do you have?*	No word for *do/did* in questions
	Omission and overuse of auxiliary verbs in questions	What they found? *What did they find?* Who did find it? *Who found it?*	No auxiliaries used in questions
Negatives	Overuse of double negatives	I don't have none. *I don't have any.*	Double negatives used frequently

Vietnamese

English Structure	Language Transfer Issue	Example of Transfer Error	Vietnamese Language Structure
Adjectives	Placement of adjectives after nouns	Lena lives in a house big. *Lena lives in a big house.*	Adjectives commonly follow the nouns they modify
	No change of form for comparative adjectives	The most funny joke *The funniest joke*	Comparatives and superlatives formed with a separate word
Adverbs	An extra adjective or verb used in place of an adverb or verb	I run run fast. *I run fast.* Speak quiet. *Speak quietly.*	Adverbs are not used; adjectives are used after verbs
Articles	Inconsistent use of indefinite article with a profession	She is lawyer. *She is a lawyer.*	Indefinite article omitted before a profession
	One used in place of indefinite article	I saw one movie. *I saw a movie.*	No indefinite articles
Gerunds	Difficulty applying the gerund and infinitive form	I enjoy play tennis. *I enjoy playing tennis.*	No gerund form
Nouns	Consistent use of singular noun form for plurals	He has three sister. *He has three sisters.*	No plural form for nouns; no plural form after a number
	Plural forms used for noncount nouns	Where is your luggages? *Where is your luggage?*	No distinction between count and noncount nouns
	Possessive nouns formed with *of* phrase or avoidance of using *'s*	This is the bag of Marisa. *This is Marisa's bag.*	Noun possessor follows object; a character forms possessive
	Names written last name first, no comma	Chan [last] Homan [first] *Chan, Homan* or *Homan Chan*	Family names precede first names
	Titles, Mr., Ms., etc., used with first name	Mr. Homan Chan likes to sail. *Mr. Homan owns a boat.*	First name is preferred when repeating a person's name
Pronouns	Difficulty differentiating between subject and object pronouns	Her told I. *She told me.*	No distinction between subject and object pronouns
	Subject pronoun is omitted	Is cold. *It is cold.*	Subject pronoun can be omitted when subject is understood
	Omission of possessive pronouns; extra words used to form possessive pronouns; confusion with possessive and personal pronouns	She hurt leg. *She hurt her leg.* I like she car. *I like her car.* It's the pen of her. *It's her pen.* That is dog I. *That is my dog.*	Possessive pronouns are: omitted when relationship is clear; formed by a separate character; indistinct from personal pronouns
	Difficulty with singular pronouns	Marie? No, he is not here. *Marie? No, she is not here.*	No gender difference in third person singular pronouns
	Absence of object pronouns	It's sweet, so he likes. *It's sweet, so he likes it.*	Direct objects can be omitted
	Redundant use of pronouns	My sister, she lives in Hanoi. *My sister lives in Hanoi.*	States noun and uses pronoun in description
	Repetition of noun instead of using pronoun	I like fish, I eat fish every day. *I like fish, I eat it every day.*	Repetition of nouns is common
Verbs	Use of present tense for all tenses; no subject-verb agreement; no change to show person or number	She go tomorrow. *She will go tomorrow.*	Verb does not change to show tense; tense indicated by context
	Omission of *to be*	You tall girl. *You are a tall girl.*	Omit *to be* with adjectives and prepositional phrases
	Punctuation and conjunctions omitted between some verbs	I wash dry the dishes. *I wash and dry the dishes.*	Some verbs can be used without punctuation or conjunctions
Questions	Avoidance of inverted question forms in yes/no questions in favor of tag questions or intonation	The pizza is good, yes? *Is the pizza good?*	No subject-verb inversion in questions
	Awkward question formation	She is (is not) teacher? *Is (Isn't) she a teacher?*	Verb can be followed by its negative to form a question
Commands	Use of *go* at the end of a command	Fix my car, go! *Fix my car!*	*go* used for emphasis at the end of a sentence

Sound-Symbol (Phonology) Transfer and Interference

The symbol ✔ pinpoints sounds that are difficult to produce or perceive for speakers of the following languages.

Consonants	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
/b/ as in bell		✔		✔		
/k/ as in car and king				✔		
/d/ as in day		✔				
/g/ as in go	✔	✔		✔		
/h/ as in hat			✔			
/j/ as in joke		✔		✔	✔	✔
/p/ as in pen				✔		
/r/ as in red		✔	✔	✔	✔	
/s/ as in sun				✔		
/t/ as in teach				✔		✔
/v/ as in vain	✔	✔			✔	
/w/ as in wall	✔			✔	✔	
/z/ as in zebra	✔	✔		✔	✔	
/kw/ as in quick				✔		
/ks/ as in x-ray		✔		✔		

Short Vowels	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
Short *a* as in bat		✔			✔	✔
Short *e* as in let		✔	✔	✔	✔	
Short *i* as in sit		✔	✔	✔	✔	✔
Short *o* as in cot				✔	✔	
Short *u* as in nut		✔	✔	✔	✔	

Long Vowels	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
Long *a* as in late		✔		✔		
Long *e* as in me		✔				
Long *i* as in rice		✔				
Long *o* as in old		✔		✔		
Long *u* as in blue		✔				

Vowel Patterns	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
oo as in look	✔		✔	✔	✔	✔
aw as in law					✔	

Diphthongs	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
oy as in toy				✔		
ow as in now					✔	

Sound-Symbol (Phonology) Transfer and Interference

(continued)

r-controlled Vowels	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
ir as in bird	✔	✔	✔	✔	✔	✔
ar as in card	✔	✔	✔	✔	✔	✔
or as in torn	✔	✔	✔	✔	✔	✔
air as in fair	✔	✔	✔	✔	✔	✔
ear as in fear	✔	✔	✔	✔	✔	✔

Consonant Digraphs	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
sh as in shoe	✔	✔			✔	✔
ch as in chair				✔		✔
th as in thin	✔	✔	✔	✔	✔	✔
ng as in ring			✔	✔	✔	

Consonant Blends	Cambodian	Chinese	Haitian Creole	Hmong	Spanish	Vietnamese
bl, tr, dr, and others blue, try, dry		✔		✔		✔
ld, nt, rt, and others bald, ant, art	✔	✔		✔		✔

Sound-Symbol (Phonics) Transfer and Interference

This chart pinpoints sound-symbol transfer issues for the following four languages that use the Roman alphabet. The symbol ✔ identifies symbols that do not represent a corresponding sound to English in the writing system of the primary language.

Consonants	Haitian Creole	Hmong	Spanish	Vietnamese
b as in bet		✔		
c as in cut as in cell	✔	✔ ✔		✔ ✔
d as in dog				
f as in fun				
g as in goal as in giant		✔ ✔	✔	
h as in hat			✔	
j as in joke		✔	✔	✔
k as in kite		✔		
l as in light				
m as in moon				
n as in noon				
p as in pen				
qu as in quick	✔	✔	✔	
r as in red		✔	✔	
s as in son		✔		
t as in teach		✔		
v as in vain			✔	
w as in wall		✔		✔
x as in x-ray	✔	✔		✔
y as in yes				
z as in zebra		✔	✔	✔

Sound-Symbol (Phonics) Transfer and Interference
(continued)

Consonant Digraphs	Haitian Creole	Hmong	Spanish	Vietnamese
ch as in chair	✔			
sh as in shoe			✔	
th as in thin			✔	

Vowels	Haitian Creole	Hmong	Spanish	Vietnamese
a as in cat		✔	✔	
a as in late	✔		✔	✔
ai as in rain	✔	✔	✔	✔
ay as in say	✔	✔	✔	
au as in auto	✔	✔	✔	✔
aw as in law	✔	✔	✔	✔
e as in let	✔	✔	✔	
ee as in feed	✔	✔	✔	✔
ea as in sea	✔	✔	✔	✔
ew as in new	✔	✔	✔	✔
i as in hit	✔	✔	✔	
i as in ice	✔	✔	✔	✔
o as in pot	✔	✔	✔	
o as in hope	✔	✔	✔	✔
oo as in noon	✔	✔	✔	✔
oo as in hook	✔	✔	✔	
oa as in float	✔	✔	✔	✔
ow as in low	✔	✔	✔	✔
ow as in now	✔	✔	✔	✔
ou as in round	✔	✔	✔	✔
oi as in oil	✔	✔		
oy as in toy	✔	✔		✔
u as in up	✔	✔	✔	✔
u as in tune			✔	✔
ui as in suit	✔	✔	✔	✔
ue as in true	✔	✔	✔	✔
y as in cry	✔	✔	✔	✔
ar as in car	✔	✔		
er as in fern	✔	✔	✔	
ir as in bird	✔	✔	✔	
or as in corn		✔	✔	
ur as in turn		✔	✔	

Word Study

English and Spanish have some fundamental linguistic characteristics in common, such as using prefixes and suffixes that can change word meaning and part of speech. The following chart pinpoints some prefixes and suffixes that serve similar functions in both languages. The example words used below have similar meaning but are not necessarily cognates.

Prefixes

Prefix	English Prefix Example	Spanish Prefix or Word
not	dis- disagreeable in- inoffensive non- nonreturnable un- unfair	des- desagradable in- inofensivo no no retornable in- injusto
again	re- review	re- revista
before	pre- preview	pre- preestreno

Suffixes

Function	English Suffix	Spanish Suffix or Word
Makes verb into adjective	-able acceptable	-able aceptable
Means "with" Makes noun into adjective form	-ful careful	-oso/a cuidadoso/a
Makes verb into a noun	-ion decision -tion presentation -ment	-ion decision -cion presentacion
Means "without" Makes noun into adjective form	-less bottomless	sin sin fondo *sin = without* *fondo = bottom*
Makes adjective into an adverb	-ly finally	-mente finalmente
Makes adjective into a noun	-ness happiness	-idad felicidad

English-Spanish Cognates and False Cognates

OVERVIEW

Cognates are words that "look alike" or "sound alike" from one language to another. There are about 4,000 cognates among the most frequently used words in Spanish and English. The number increases with technical terms. Sixty percent of English words have Greek or Latin roots (Moats, 2001). Teachers should encourage English Language Learners to guess at words using the skills they already have within this knowledge base. In situations where many of the English Language Learners in a classroom are native Spanish speakers, a teacher who has familiarity with the Spanish language will have an easier time making connections for these students. Teachers can write out and say the English word and the native language cognate, having students repeat the words. Then, students can discuss how the words are alike and different, and discuss the meanings of both words (Kinsella, 2005).

Identifying cognates is an effective strategy because it bridges languages at the level of vocabulary. This awareness helps increase vocabulary and reading comprehension. It builds on prior knowledge, increases efficiency of vocabulary teaching, and connects to academic vocabulary (Kinsella, 2005).

False cognates are word pairs that look like they might mean the same thing but do not. For example, "exito," which means "success" in Spanish, and the English word "exit," which means "a place to depart," are false cognates. To make efficient use of teaching vocabulary, it makes sense to tap students' existing knowledge by using cognates to increase their English vocabulary base. Nevertheless, students must also be aware of false cognates.

INSTRUCTIONAL ROUTINE FOR COGNATES

Teach First, explain what cognates are. Say the words, *family* and *familia*. Stretch out each sound orally, and note how similar they sound. Point out that they mean the same thing. Next, write each word on the board (*family* and *familia*). Bold the letters **f-a-m-i-l** to highlight that they not only sound alike, but also have similar spellings.

Apply Now, make two columns on the board separated by a line in the center. Lead the students through three more examples (sound and spelling), such as *alphabet* and *alfabeto; study* and *estudiar;* and *different* and *diferente*. Next, make another set of columns (on a separate area of the board) and show some false cognates. Say, "Be careful. Some words that seem the same are false." Write *large = grande,* not *largo* (= long). Show the difference with gestures, too. Write *parents = padres,* not *parientes* (= relatives), and *noticed = notó,* not *noticia* (= news). Next, students can brainstorm more examples as a group. Record them in the columns on the board.

Practice Have students continue the list on their own sheets of paper using their background knowledge.

Extend Have students skim through their *Milestones* book to find examples. If they have trouble, look at the list of cognates and false cognates in the *Teacher's Edition* to point out examples to them.

Enhance Have students share their examples with their families.

References

Kinsella, K. *Teaching Academic Vocabulary*. Sonoma County Office of Education Publication, 2005. <http://www.scoe.org/aiming_high/docs/AH_kinsella2.pdf>

Moats, Louisa. "A Blueprint for Professional Development for Teachers of Reading and Writing: Knowledge, Skills, and Learning Activities." Presentation at Symposium on the National Reading Panel Report and Teacher Presentation. Los Angeles, CA, October 27, 2001.

English-Spanish Cognates

From the Reading Selections

UNIT 1: Language

Chapter 1, Reading 1
Making Connections, *page 9*

analyze	analizar
anxious	ansioso
assignment	asignatura
autobiography	autobiografía
baby	bebé
brown	brown
class	clase
comments	comentarios
composition	composición
concentrate	concentrar
confident	confidente
continue	continuar
correction	corrección
difficult	difícil
difficulties	dificultades
English	inglés
error	error
exclaim	exclamar
experience	experiencia
history	historia
idea	idea
illegal	ilegal
important	importante
information	información
list	lista
memorize	memorizar
migrant	migrante
my	mi
novel	novela
office	oficina
person	persona
personal	personal
plan	planear
poem	poema
progress	progreso
promise	promesa
protest	protestar
public	público
reputation	reputación
respond	responder
revise	revisar
seconds	segundos
student	estudiante
suggest	sugerir
terror	terror
title	título
unit	unidad
vocabulary	vocabulario

False cognates: library = *biblioteca,* not *librería* (bookstore); parents = *padres,* not *parientes* (relatives); subject = *materia,* not *sujeto* (individual); success = *éxito,* not *suceso* (event)

Chapter 1, Reading 2
Words Around the World, *page 22*

alphabet	alfabeto
Arabic	árabe
Brazilian	brasileño
communicate	comunicar
company	compañía
computer	computadora
culture	cultura
describe	describir
different	diferente
disappear	desaparecer
English	inglés
example	ejemplo
exist	existir
export	exportación
French	francés
global	global
guitar	guitarra
historian	historiador
identity	identidad
international	internacional
Italian	italiano
Japanese	japonés
language	lenguaje
majority	mayoría
minute	minuto
multiple	múltiple
nation	nación
native	nativo
recent	reciente
risk	riesgo
Russian	ruso
site	sitio
special	especial
technology	tecnología

Chapter 2, Reading 1
Mathematically Speaking, *page 41*

Australian	australiano
common	común
communicate	comunicar
compare	comparar
concept	concepto
denominator	denominador
diagram	diagrama
different	diferente
equivalent	equivalente
example	ejemplo
exercise	ejercicio
exploration	exploración
factor	factor
fraction	fracción
idea	idea
instructions	instrucciones
Japanese	japonés
mathematically	matemáticamente
mathematics	matemática
method	método
model	modelo
multiple	múltiple
page	página
present	presentar
probability	probabilidad
recognize	reconocer
replace	repiazar
represent	representar
section	sección
strategy	estratégia
symbol	símbolo
text	texto
use	usar

False cognate: question = *pregunta,* not *cuestión* (matter, affair)

Chapter 2, Reading 2
The Mosaic of English, *page 50*

African	africano
algebra	álgebra
American	americano
Arabic	árabe
animal	animal
art	arte
Chinese	chino
coast	costa
culture	cultura
delicate	delicado
describe	describir
English	inglés
French	francés
imagine	imaginar
in	en
Italian	italiano
Japanese	japonés
kangaroo	canguro
language	lenguaje
mix	mezcla
mountain	montaña
mosaic	mosáico
music	música
Native	native
number	número
opposite	opuesto
part	parte
pasta	pasta
patient	paciente
piano	piano
Portuguese	portugués
Russian	ruso
temperature	temperatura
tribe	tribu
voice	voz

UNIT 2: Transitions

Chapter 1, Reading 1
Behind the Mountains, *page 79*

African American	africanoamericano
appreciate	apreciar
baseball	béisbol
class	clase
concentrate	concentrar
decide	decidir
different	diferente
directly	directamente
divide	dividir
dollar	dólar
exercise	ejercicio
favorite	favorito
giant	gigante
gymnasium	gimnasio
impression	impresión
league	liga
mature	maduro
medical	médico
mountains	montañas
office	oficina
period	periodo
physical	físico
possible	posible
prepare	preparar
presentation	presentación
project	proyecto
receive	recibir
serious	serio
silence	silencio
student	estudiante

Cognates *(continued)*

symbol	símbolo
telephone	teléfono
taxi	taxi
vaccination	vacunación

Chapter 1, Reading 2
Changes of State are Physical Changes, *page 87*

attraction	atracción
chocolate	chocolate
condense	condensar
energy	energía
form	forma
gas	gas
gradually	gradualmente
include	incluir
liquid	líquido
molecule	molécula
physical	físico
plastic	plástico
recently	recientemente
similar	similar
solid	sólido
space	espacio
state	estado
temperature	termperatura
vapor	vapor
volume	volumen

Chapter 2, Reading 1
Crisis of Government, *page 105*

action	acción
article	artículo
authority	autoridad
captain	capitán
compromise	compromiso
confederation	confederación
Congress	Congreso
Constitution	Constitución
control	control
crisis	crisis
decade	década
delegate	delegado
different	diferente
difficulty	dificultad
economic	económico
emergency	emergencia
especially	especialmente
February	febrero
federal	federal
force	fuerza
form	formar
idea	idea
important	importante
limit (verb)	limitar
limit (noun)	límite
member	miembro
nation	nación
national	nacional
necessary	necesario
popular	popular
population	población
prepare	preparar
president	presidente
problem	problema
prologue	prólogo
protect	proteger
protest	protesta
rebellion	rebelión
represent	representar
representative	representativo
resist	resistir
resolve	resolver
responsibility	responsabilidad
senator	senador
soldier	soldado
specific	específico
vote	voto

Chapter 2, Reading 2
A Shot at It, *page 114*

academic	académico
actress	actriz
agony	agonía
career	carrera
cartographer	cartógrafo
comfortable	cómodo
comprehensible	comprensible
demonstrate	demonstrar
elegant	elegante
English	inglés
enter	entrar
enunciate	enunciar
future	futuro
minute	minuto
model	modelo
monologue	monólogo
music	música
nervous	nervioso
poetry	poesía
practice	practicar
public	público
science	ciencia
series	serie
student	estudiante
television	televisión
topographer	topógrafo
university	universidad

False cognates: large = *grande*, not *largo* (length); question = *pregunta*, not *cuestión* (matter, affair)

UNIT 3: Choices

Chapter 1, Reading 1
An Hour with Abuelo, *page 145*

accept	aceptar
adult	adulto
ammonia	amoníaco
appear	aparecer
Bible	Biblia
class	clase
coffee	café
diploma	diploma
discuss	discutir
doctor	doctor
English	inglés
especially	especialmente
explain	explicar
family	familia
favor	favor
front	frente
graduate	graduar
hour	hora
ignorant	ignorante
immediately	inmediatamente
industrial	industrial
instructions	instrucciones
island	isla
map	mapa
material	material
minute	minuto
obvious	obvio
opinion	opinión
pass	pasar
pirate	pirata
poetry	poesía
President	Presidente
principal	principal
promise	prometer
recreation	recreación
rich	rico
sergeant	sargento
soldier	soldado
stomach	estómago
student	estudiante
stupid	estúpido
title	título
usually	usualmente
vacation	vacaciones

False cognates: embarrassed = *avergonzado*, not *embarazada* (pregnant); parents = *padres* (mother and father), not *parientes* (relatives); exit = *salida*, not *éxito* (success)

Chapter 1, Reading 2
It's a Math World for Animals, *page 156*

ability	habilidad
angle	ángulo
animal	animal
biology	biología
calculate	calcular
calculus	cálculo
compare	comparar
completely	completamente
compromise	compromise
consider	considerer
depend	depender
difference	diferencia
direct	directo
distance	distancia
distinguish	distinguir
experiment	experimento
fruit	fruta
hour	hora
incredible	increíble
indicate	indicar
interesting	interesante
mathematician	matemático
minimum	mínimo
multiply	multiplar
nature	naturaleza
object	objeto
perfect	perfecto
phenomenon	fenómeno
possible	posible
probably	probablemente
problem	problema
publish	publicar
recently	recientemente
results	resultados
route	ruta
salamander	salamandra,
scientist	científica
solution	solución
solve	resolver
strategy	estratégia
studies	estudios
subject	sujeto
suggest	sugerir
system	sistema
type	tipo

Chapter 2, Reading 1
The Dred Scott Decision, *page 175*

accept	aceptar
accompany	acompañar
April	abril
argument	argumento
attack	atacar
civil	civil
complicated	complicado
compromise	compromiso
Constitution	Constitución
continue	continuar
convince	convencer
court	corte
debate	debatir
December	diciembre
decide	decidir
decision	decisión
declaration	declaración
declare	declarar
department	departamento
doctor	doctor
dramatically	dramáticamente
emancipation	emancipación
exist	existir
experience	experiencia
federal	federal
group	grupo
importance	importancia
legal	legal
member	miembro
moment	momento
opinion	opinión
person	persona
President	Presidente
private	privado
prologue	prólogo
property	propiedad
protect	proteger
protection	protección
protest	protestar
radical	radical
reaction	reacción
rebellion	rebelión
reputation	reputación
revolution	revolución
supreme	supremo
territory	territorio
Union	Unión

Chapter 2, Reading 2
The Road Not Taken, *page 190*

equally	igualmente
difference	diferencia
doubt	dudar
pass	pasar

Saying Yes, *page 192*

actually	actualmente
America	Americano
Chinese	chino

UNIT 4: Cultures and Traditions

Chapter 1, Reading 1
The All-American Slurp, *page 219*

America	América
celebrate	celebrar
chocolate	chocolate
company	compañía
completely	completamente
correct	correcto
cream	crema
curiously	curiosamente
decide	decidir
delicious	delicioso
dictionary	diccionario
different	diferente
disinfect	desinfectar
electronic	electrónico
emigrate	emigrar
enemy	enemigo
engineer	ingeniero
family	familia
idea	idea
invisible	invisible
invite	invitar
melody	melodía
message	mensaje
occasion	ocasión
patient	paciente
perfect	perfecto
plate	plato
position	posición
prepare	preparar
present	presentar
product	producto
progress	progreso
protest	protestar
realize	realizar
reference	referencia
residence	residencia
restaurant	restaurante
salad	ensalada
silence	silencio
sofa	sofá
soup	sopa
special	especial
stupid	estúpido
suggest	sugerir
surprised	sorprendido
systematic	sistemático
vegetable	vegetal

Chapter 1, Reading 2
Mathematics and Origami, *page 234*

ability	habilidad
angle	ángulo
animal	animal
artist	artista
ceremony	ceremonia
connection	conección
create	crear
creation	creación
creativity	creatividad
difficult	difícil
dimension	dimensión
elephant	elefante
established	establecido
experience	experiencia
figure	figura
finite	finito
frustrated	frustrado
generation	generación
geometric	geométrico
geometry	geometría
imagination	imaginación
incredible	increíble
line	línea
manipulate	manipular
material	material
mathematics	matemática
nature	naturaleza
object	objeto
origami	origami
point	punto
progression	progreso
rectangle	rectángulo
represent	representar
science	ciencia
sculpture	escultura
society	sociedad
symmetry	simetría
transform	transformar
triangle	triángulo
unique	único
unit	unidad

Chapter 2, Reading 1
Celebrating Cinco de Mayo, *page 253*

activity	actividad
anniversary	aniversario
battle	batalla
cafeteria	cafetería
capture	captura
celebrate	celebrar
celebration	celebración
ceremony	ceremonia
control	control
cultural	cultural
culture	cultura
determination	determinación
different	diferente
diverse	diverso
economic	económico
enemy	enemigo
establish	establecer
event	evento
famous	famoso
folkloric	folklórico
forces	fuerzas
future	futuro
group	grupo
immigrant	inmigrante
importance	importancia
invasion	invasión
heroic	heroico
Hispanic	hispano
historic	histórico
history	historia
independence	independencia
invite	invitar
justice	justicia
Latin America	América Latina, Latinoamérica
million	millón
Mexican	mexicano
Mexican American	mexicanoamericano
music	música
obstacle	obstáculo
organize	organizar
origin	origen
participate	participar
popularity	popularidad
population	población
president	presidente
represent	representar
spirit	espíritu
superior	superior
symbolize	simbolizar
traditional	tradicional
triumph	triunfo
uniform	uniforme

Chapter 2, Reading 2
Legend of the Dreamcatcher, *page 264*

animal	animal
ancient	anciano
center	centro
generation	generación
legend	leyenda
magical	mágico
space	espacio
tradition	tradición

UNIT 5: Making a Difference

Chapter 1, Reading 1
Code Talker, *page 293*

battle	batalla
capture	capturar
code	código
communication	comunicación
complete	completo
computer	computadora
confused	confuso
continue	continuar
destination	destino
different	diferente
division	división
enemy	enemigo
English	inglés
exactly	exactamente
expert	experto
explanation	explicación
family	familia
general	general
graduation	graduación
hours	horas
idea	idea
immediately	inmediatamente
important	importante
Indian	indio
instructions	instrucciones
instructor	instructor
Japanese	japonés
letters	letras
memory	memoria
message	mensaje
military	militar
native	nativo
nervous	nervioso
perfect	perfecto
photo	fotografía
protect	proteger
radio	radio
sacred	sagrado
secret	secreto
sergeant	sargento
uniform	uniforme

Chapter 1, Reading 2
City Year, *page 306*

adult	adulto
communities	comunidades
different	diferente
energy	energía
force	fuerza
generation	generación
graduate	graduado
humanity	humanidad
important	importante
impossible	imposible
institution	institución
local	local
mission	misión
national	nacional
natural	natural
numerous	numeroso
operation	operación
organization	organización
part	parte
positive	positivo
president	presidente
problem	problema
program	programa
respect	respeto
senator	senador
serve	servir
service	servicio
solve	solver
talent	talento
united	unido

Chapter 2, Reading 1
Community Service, *page 323*

annual	anual
circuit	circuito
code	código
community	comunidad
company	compañía
competition	competición
complete	completar
connected	conectado
construction	construcción
current	corriente
difference	diferencia
electrical	eléctrico
engineering	ingeniería
experiment	experimento
family	familia
frequency	frecuencia
member	miembro
motivate	motivar
part	parte
problem	problema
product	producto
project	proyecto
property	propiedad
science	ciencia
signal	señal
solve	solver
student	estudiante
unique	único

Chapter 2, Reading 2
Inaugural Address, *page 332*

abolish	abolir
ancient	anciano
celebration	celebración
conscience	conciencia
different	diferente
generation	generación
generosity	generosidad
history	historia
human	humano
liberty	libertad
observe	observar
nation	nación
permit	permitir
President	Presidente
revolution	revolución
sacrifice	sacrificio
service	servicio
state	estado
symbolize	simbolizar
trumpet	trompeta
tyranny	tiranía
victory	Victoria

UNIT 6: Leadership

Chapter 1, Reading 1
Iqbal, *page 361*

activity	actividad
adult	adulto
anxiously	ansiosamente
attack	atacar
authority	autoridad
clandestine	clandestino
center	centro
companion	compañero
continue	continuar
declaration	declaración
different	diferente
direction	dirección
distribute	distribuir
enthusiastic	entusiasmado
episode	episodio
especially	especialmente
experience	experiencia
explosion	explosión
family	familia
famous	famoso
future	futuro
group	grupo
hospital	hospital
hour	hora
ignorance	ignorancia
illegal	illegal
important	importante
Indian	indio
innocence	inocencia
insult	insultar
international	internacional
liberation	liberación
majority	mayoría
market	mercado
mine	mina
minute	minuto
mission	misión
modern	moderno
mountain	montaña
music	música
passive	pasivo
photo	foto
police	policía
possible	posible
promise	prometer
protect	proteger
rest	resto
separate	separado
seriously	seriosamente
silence	silencio
slave	esclavo
television	televisión
timid	tímido

Chapter 1, Reading 2
The Equal Rights Struggle Expands, *page 374*

American	Americano
amnesty	amnistía
attention	atención
benefits	beneficios
class	clase
community	comunidad
compassion	compasión
condition	condición
conscience	conciencia
continue	continuar
contract	contrato
contribution	contribución
course	curso
create	crear
dignity	dignidad
discipline	disciplina
discrimination	discriminación
diverse	diverso
education	educación
equal	igual
equality	igualdad
favorable	favorable
group	grupo
hours	horas
human	humano
immigrant	inmigrante
immigration	inmigración
important	importante
justice	justicia
Latino	latino
Mexican American	mexicanoamericano
minority	minoridad
opinion	opinión
organize	organizar
participate	participar
patient	paciente
political	político
politics	política
prepare	preparar
protest	protestar
public	público
reform	reforma
represent	representar
resist	resistir
sacrifice	sacrificio
social	social
society	sociedad
spirit	espíritu
strategy	estrategia
system	sistema
tension	tensión
union	unión

Chapter 2, Reading 1
Science Olympiad, *page 383*

academic	académico
active	activo
astronaut	astronauta
astronomy	astronomía
athletic	atlético
biology	biología
capture	capturar
career	carrera
chemistry	química
community	comunidad
computer	computadora
division	división
education	educación
engineering	ingeniería
enthusiasm	entusiasmo
experience	experiencia
event	evento
family	familia
famous	famoso
geologist	geólogo
group	grupo
history	historia
hours	horas
imagine	imaginar
important	importante
insects	insectos
interest	interés
medal	medalla
member	miembro
mission	misión
nation	nación
national	nacional
Olympiad	Olimpiada
participate	participar
participation	participación
passion	pasión
pediatric	pediátrico
physics	física
practice	practicar
program	programa
quality	calidad
reflect	reflejar
robot	robot
science	ciencia
stereotype	estereotipo
student	estudiante
technical	técnico
technology	tecnología
title	título
trophy	trofeo
university	universidad

False cognates: parents = *padres* (mother and father), not *parientes* (relatives)

Chapter 2, Reading 2
Harriet Tubman: Guide to Freedom, *page 404*

clear	claro
curious	curioso
existence	existencia
fantastic	fantastico
fugitive	fugitivo
hysterical	histérico
imagine	imaginar
imitate	imitar
impression	impresión
moment	momento
movement	movimiento
muscle	músculo
offer	ofrecer
patient	paciente
plan	planear
position	posición
probably	probablemente
progress	progreso
promise	prometer
relax	relajar
rumor	rumor
security	seguridad
signal	señalar
slave	esclavo
vicinity	vecindad

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Contributing Writer: Kerrie Tilney

Editorial Director: Joe Dougherty

Publisher: Sherrise Roehr

Managing Editor: Carmela Fazzino-Farah

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Interior Design: Studio Montage

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Cover Image:
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Library of Congress Control Number: 2007940576

ISBN-13: 978-1-4240-0889-6

ISBN-10: 1-4240-0889-1

Heinle Cengage Learning
25 Thomson Place
Boston, Massachusetts 02210
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Dr. Neil J. Anderson received his Ph.D. from the University of Texas at Austin, where he specialized in research in the teaching of reading. He has done significant work in the area of reading comprehension, reading strategies, and fluency. He has published several books in this area and continues to actively research and publish.

Dr. Anderson has been teaching English and teachers of English for over twenty-five years. He is a professor in the Department of Linguistics and English Language at Brigham Young University in Salt Lake City, Utah. He has received many awards for outstanding teaching and believes that everyone can learn to be a good reader.

Dr. Anderson helped to establish the pedagogical framework of the *Milestones* program with a particular focus on reading strategies and reading fluency.



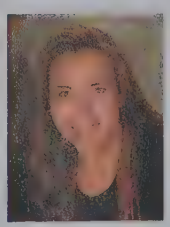
JILL KOREY O'SULLIVAN

Jill Korey O'Sullivan holds a Master's Degree in Education from Harvard University. Her specific area of research and interest is language and literacy. Ms. Korey O'Sullivan is an experienced author and editor of educational materials with a background in curriculum development and teaching. She has taught and developed materials for students of a broad range of levels and in a variety of educational settings, including kindergarten, middle school, and community college programs.

Ms. Korey O'Sullivan has brought her classroom experience and creativity to the writing of several textbooks and has served as editor on many publications in the field of English language learning.

She helped to establish the pedagogical framework of the *Milestones* program, incorporating the latest in research and pedagogy.

The students she has taught and the students who use her materials serve as her inspiration.



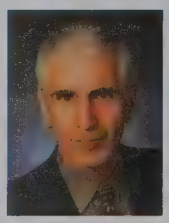
JENNIFER TRUJILLO

Jennifer Trujillo received her Ed.D. in Educational Leadership and Change from Fielding Graduate University, Santa Barbara, CA. Dr. Trujillo grew up in a home where another language besides English was spoken. Her family moved back and forth between her mother's homeland and the United States. Her dedication to reading led her to earn degrees and teaching credentials in English from Fort Lewis College and Reading from the University of Northern Colorado. She has been an ESL educator for fourteen years.

She is currently a professor in the Teacher Education Department at Fort Lewis College in Durango, Colorado. Her areas of specialization are reading and writing, ESL, home-school partnerships, professional development, cognitive coaching, differentiated instruction, and diversity training.

Dr. Trujillo feels strongly about the importance of culturally responsive and universally relevant readings, with challenging activities, to help all students succeed. To that end, she helped to establish the pedagogical framework of the *Milestones* program and provided valuable feedback on each of the reading selections to ensure culturally responsive instruction for the pre- and post-reading activities.

Program Advisors



ROBERT J. MARZANO, Ph.D., Vocabulary Advisor

Dr. Robert J. Marzano is president and founder of Marzano & Associates, specializing in long term school reform efforts to enhance student academic achievement. His work guiding teachers to assist students in developing academic language can be found in the books *Building Background Knowledge for Academic Achievement* and *Building Academic Vocabulary*.

Over his 35 years in education, the central theme of his work has been translating research and theory into practical programs and tools for teachers and administrators. He is a Senior Scholar at Mid-continent Research for Education and Learning (McREL) and an Associate Professor at Cardinal Stritch University.

Dr. Marzano received his M.Ed. degree in Reading and Language Arts from Seattle University, and his Ph.D. in Curriculum and Instruction from the University of Washington.

He is the author of more than 20 books, 150 articles, and more than 100 curriculum guides and related materials for teachers and students. His most recent publication is *The Art and Science of Teaching: a Comprehensive Framework for Effective Instruction.*



KEITH LENZ, Ph.D., Differentiated Instruction/Universal Access Advisor

Dr. Keith Lenz specializes in adolescents with learning problems, teacher planning, and strategic instruction for teaching diverse groups. He has degrees in Special Education and Secondary Education from Bradley University and a Ph.D. from the University of Kansas. At the University of Kansas, Dr. Lenz is an Associate Professor, Director of the Institute for Effective Instruction, and Senior Research Scientist at the Center for Research on Learning.

Dr. Lenz is the founder and member of the Board of Trustees at the Strategic Learning Center, Inc., Seattle, WA. He is an adjunct professor at Seattle Pacific University, and a National Trainer of The Strategies Intervention Model.

Dr. Lenz's work with guiding teachers on effective differentiated instruction practices can be found in his co-authored book *Teaching content to all: Inclusive teaching in grades 4–12*, amongst others.

Dr. Lenz taught at Florida Atlantic University and serves as a Project Trainer for the Florida Department of Education.



ANNE KATZ, Ph.D., Assessment Advisor

Dr. Anne Katz has worked for 20 years as a researcher and evaluator for projects connected with the education of linguistically and culturally diverse students. As a teacher educator, she has provided and supported professional development in the areas of curriculum, assessment, and evaluation.

Dr. Katz co-directed a national study of successful leadership strategies to create more harmonious racial and ethnic environments in K–12 schools. She is co-author of *Leading for Diversity: How School Leaders Promote Positive Interethnic Relations* and author of numerous publications on diversity and the development of standards-based assessment systems.

Dr. Katz was instrumental in developing standards for English as a second language with the Teachers of English to Speakers of Other Languages organization, and she has assisted many school districts in developing more authentic assessments of student performance. In all her work, she promotes the links between research and the classroom to support meaningful school change.

Anne Katz holds a doctorate in second language education from Stanford University. She is a lecturer at the School for International Trainingís graduate teacher education program.

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Francisco Jiménez

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The title of this book is *Milestones*. Milestones are rocks set on a road to show the distance from one place to another. Like milestones on a road, this book will help guide you from one step in your learning to the next. It will provide the support you need every step of the way.

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Listening Effective listening requires you to be focused and attentive. This book will provide you with opportunities to practice and improve your listening skills.

Speaking You will have many opportunities to practice your speaking skills by discussing the readings, performing role plays, and working on projects with your classmates.

Writing This book will help you understand and practice the writing process. You will plan, draft, revise, and edit each of your writing assignments. You will learn how to evaluate your own writing and how to give feedback to your classmates on their writing.

Your teachers will provide important guidance as you work through this book. The assessment material at the end of each chapter and unit will help you and your teacher identify material you have successfully learned and areas where you may need more practice.

However, the most important ingredient for academic success is . . . YOU! You are the one holding the book. You are the one reading these words. You have the power and ability to work towards academic success. As you open this book, open your mind by thinking carefully and critically.

With this book, help from your teacher, and your own determination, you will achieve wonderful academic milestones!

1

UNIT 1 Materials: Chapter 1

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv-Tlvi

Teacher Resource CD-ROM
Graphic Organizers: KWL Chart, Cluster Map, Two-Column Chart, Vocabulary Log, Story Map, Word Web, Venn Diagram
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 1, Chapter 1
ExamView Assessment: Unit 1, Chapter 1 Quiz
Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
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Independent Practice CD-ROM
Unit 1, Chapter 1

Heinle Reading Library
A Tale of Two Cities, by Charles Dickens

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones C Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 1		
1	Student Book	Pre-assess 10 MIN. Unit Opener (pp. 2–3) 40 MIN. Explore the Theme (p. 3) 40 MIN. Theme Activity (p. 3) 40 MIN. Chapter Focus Question (p. 4) 10 MIN.		Echo Reading *Explore the Theme, questions (p. 3)
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UNIT 1 Materials: Chapter 2, Apply & Extend, Milestones to Achievement

Teacher's Edition
Staff Development Handbook, pp. Txxi–Tliv
English-Spanish Cognates/False Cognates, pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Word Web, Two-Column Chart, Vocabulary Log, Word Squares, Venn Diagram, KWL Chart, Reading Log
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 1, Chapter 2
ExamView Assessment: Unit 1, Chapter 2 Quiz
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Rubrics: Rubric for Speaking Assessment, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 1, Chapter 2 Quiz
Unit 1 Test

Milestones Tracker
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Independent Practice CD-ROM
Unit 1, Chapter 2

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Milestones C Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
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15	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 40) 25 MIN. Reading Selection (pp. 41–45) 115 MIN.	Workbook (p. 51)	CD Assisted Reading *"Mathematically Speaking" (p. 41)
16	Student Book, Workbook, Audio Program	Reading Selection (pp. 41–45) 140 MIN.	Workbook (p. 52)	Choral Reading *"Mathematically Speaking" (p. 44)
17	Student Book, Workbook	Apply the Reading Strategy (p. 46) 45 MIN. Academic Vocabulary (p. 46) 45 MIN. Reading Comprehension Questions (p. 47) 30 MIN. Text Element (p. 47) 20 MIN.	Workbook (p. 53)	Repeated Reading *Text Element (p. 47)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
18	Student Book, Workbook	About the Readings (p. 48) 15 MIN. Build Background (p. 48) 15 MIN. Vocabulary From the Reading (p.48) 30 MIN. Reading Strategy (p. 49) 30 MIN. Text Genre (p. 49) 30 MIN. Meet the Author (p. 49) 20 MIN.	Workbook (pp. 54–56)	Reading Words in Chunks *Build Background (p. 48)
19	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 49) 15 MIN. Reading Selections (pp. 50–52) 105 MIN. Reading Comprehension Questions (p. 53) 20 MIN.	Workbook (p. 57)	CD Assisted Reading *"The Mosaic of English," stanzas 1–4 (p. 50)
20	Student Book, Workbook	Spelling (Workbook p. 58) 15 MIN. Writing Conventions (Workbook p. 59) 15 MIN. Connect Readings 1 and 2 (p. 53) 20 MIN. Listening and Speaking (p. 54) 70 MIN. Reading Fluency (pp. 54–55) 20 MIN.	Workbook (pp. 58–59)	Paired Reading *Listening and Speaking (p. 54)
21	Student Book, Workbook	Vocabulary Development (p. 55) 20 MIN. Grammar (pp. 56–57) 80 MIN. Grammar Expansion (Workbook pp. 63–64) 40 MIN.	Workbook (pp. 60–62; 63–64)	Repeated Reading *Vocabulary Development (p. 55)
22	Student Book, Workbook	Writing Assignment (pp. 58–59) 60 MIN. Writing Support (p. 59) 20 MIN. Progress Check (pp. 60–61) 60 MIN.	Workbook (pp. 65–68) Have students study for the Chapter 2 Quiz.	Reading Poetry Aloud *Student Model (p. 58)
23	Assessment Book	Chapter 2 Assessment (Assessment Book, Unit 1, Chapter 2 Quiz) 140 MIN.		Echo Reading *"Math is Fun," paragraphs 1–3 (p. 61)
		APPLY & EXTEND		
24	Student Book, Workbook	Listening and Speaking Workshop (pp. 62–63) 120 MIN. Media Workshop (p. 63) 20 MIN.	Prepare Media Workshop (Student Book p. 63)	Repeated Reading *Media Workshop (p. 63)
25	Student Book, Workbook	Media Workshop (p. 63) 120 MIN. Writing Workshop (pp. 64–66) 20 MIN.	Prepare Writing Workshop (Student Book pp. 64–66)	Reading Words in Chunks *Student Model, paragraphs 1–3 (p. 65)
26	Student Book, Workbook	Writing Workshop (pp. 64–66) 120 MIN. Projects (p. 67) 20 MIN.	Prepare Project (Student Book p. 67)	Choral Reading *Revising and Editing Checklist (p. 66)
27	Student Book, Workbook	Projects (p. 67) 140 MIN.		Paired Reading *Project 1 (p. 67)
28	Student Book, Workbook	Milestones to Achievement (pp. 69–71) 110 MIN. Review 30 MIN.	Have students study for the Unit 1 Assessment.	Reading Poetry Aloud *"Bilingual Brothers" (AFTER making necessary corrections to grammatical mistakes) (p.69)
29	Assessment Book	Unit 1 Assessment (Assessment Book, Unit 1 Test) 140 MIN.		Paired Reading "The History of English," paragraphs 1–5 (p. 70)

UNIT 1
Preview the Unit

Pre-assessment

Assessment Program
Diagnostic Test: Unit 1

- This test will identify students' abilities for the vocabulary, reading, and grammar skills taught in Unit 1.
- Use the **Diagnostic Interpretation Guide** to identify which students need help with prerequisite skills.

Preteach and Prepare

Preteach Identify Theme

Review Ask questions to get students thinking about language. ***Ask:*** *How do you let someone know that you need something?* (ask). *How would you communicate if that person spoke a different language?* (gesture).

Build background Explain that language is any means of communication. This can be *words, gestures,* or *symbols.* ***Say:*** *Think of ways you communicate with someone far away* (phone, email, letters, text messages). Explain that language can be spoken or written.

Vocabulary

Word recognition Introduce the following words before students begin reading: *relate, summarize, analyze, predict, consist, restate, define, comprehend, context.* Have students write each word and pronounce it. Tell students they will see these words throughout the unit.

Grammar

Subjects, verbs ***Say:*** *The verb tells what the subject is doing.* On the board, write *Jane whispers to Lakisha.* ***Say:*** Whispers *is the verb. The subject is who or what the sentence is about. This sentence is about Jane.* Then tell students that a pronoun is another way of telling who or what is acting in a sentence. Underneath the first sentence, write *She whispers to Lakisha.* ***Say:*** She *is a pronoun. It replaces the noun.*

Interpret the Image

Teach ***Ask:*** *What does the picture at the bottom right show?* (a street sign) *Do you know what it means?* (yes: stop!) *It is in a different language. How do you know what it means?* (Street signs use the same shapes and colors all over the world.) *How is this sign an example of "language"?* (The signs communicate to drivers and pedestrians.) ***Say:*** *Signs and symbols are also a means of language.*



Differentiated Instruction • Explore the Theme

Scaffolding

Write the words *speak, gesture,* and *write* on different index cards. Have students work in groups to communicate with each other. Come up with simple things to communicate such as *read, eat, laugh,* and *dance.* Have one student at a time choose a word to communicate. The student should pull an index card. The card will tell them which form of communication to use with their group. Have groups practice communicating with each other in these three ways.

Extension

Ask: *Suppose you are in a country where you do not know the language. All you have to communicate is paper and a pencil. How would you ask for food?* Have students discuss ways they could use symbols or drawings to show what they want. Ask them to come up with drawings or symbols to communicate *bathroom, drink, library,* and *hotel.*

Language

UNIT 1

Explore the Theme

1. What kinds of **languages** do you see in the pictures?
2. What **languages** do you read or speak?

Theme Activity

Think about the people you speak with every day, such as your family, friends, and teachers. Do you use the same kind of language with each of them? With a partner, discuss the differences between informal language and formal language. Which do you use with friends? When do you use formal language?



Cultural Connection

Identify synonyms Write the word *hello* on the board. Generate a discussion that elicits different ways of saying *hello*. Have volunteers say and write *hello* in their primary language. Also include synonyms for hello (such as *hi*, *greetings*, and so forth). Then have volunteers demonstrate how to say hello without using spoken language (e.g. waving, sign language).

Arts Connection

Compare languages Ask students to design posters that say *hello* and *goodbye* in their native languages. Tell students it does not have to be a direct translation of their native language but rather a greeting that is generally used. Have volunteers share their posters, pronounce their words, and share any other information about their posters. Display the posters around the room.

UNIT 1 Preview the Unit

Explore the Theme

Teacher Resources: Graphic Organizers: KWL Chart

- **Teacher Think-Aloud** ***Say:*** *Language is a way to communicate with other people. Language can be read or spoken. Symbols or pictures can communicate. Gestures can be used as a language. People may know more than one kind of language. You might use language differently with a parent than you would a friend.*
- **Graphic organizer** Use a **KWL chart** to determine what students already know about language (spoken and written) and what they want to know. At the end of Unit 1 revisit the KWL chart and have students add what they have learned about language.

Reading Fluency

Echo Reading Explore the Theme questions

Theme Activity

Draw inferences Have students discuss how they would use language differently when talking to a friend, the principal of the school, a baby, a person who speaks a different language, and a police officer. ***Ask:*** *With whom would you use formal language? Who would you speak to informally? Would you change your tone when speaking to a baby or an adult? Do you change the way you speak when you are speaking with your friends? Would you use the same words and phrases as you do with your friends when speaking to an older family member?*

Objectives

Reading Strategy
Draw inferences ***Ask:*** *When you read about a character who is similar to you, do you think about how you would react differently or the same?*

Listening and Speaking
Ask questions Preview the readings in Chapter 1. Have students flip through the chapter. Discuss how "Making Connections" and "Words Around the World" might relate to the theme of Language.

Grammar
Identify and use subjects and verbs Write this sentence on the board and have students identify the subject and the verb: The principal speaks to the students. ***Ask:*** *Who is the sentence about?* (the principal) The principal *is the subject of the sentence. What does the principal do?* (speaks) Speaks *is the verb. In Chapter 1 we are going to learn subject-verb agreement using the simple present tense.*

Writing
Explain to students they will read an autobiographical short story. ***Say:*** *An autobiography is a story you write about your own life.* Tell students that they will be asked to write their own autobiographical short story.

Informal Pre-Assessment
Ask: What sorts of things do you have connections to? (nationality, neighborhood) *Can you name some people you are "connected" to?* (Answers will vary. Encourage class discussion of the kinds of connections people might have.)

Formal Pre-Assessment
Select items from the **Assessment Program** or the **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

Review The Chapter Focus Question is a question that students will answer after the two reading selections. Students should keep the question in mind as they read.

Answers will vary. Students may say that feeling connected helps them feel loved, or have a sense of community, culture, and personal identity

Making Connections

Establish point of view Explain to students that the story about Panchito is written from Panchito's point of view. Panchito communicates his feelings and experiences as he experiences them.

CHAPTER 1

Objectives

Reading Strategy
Relate your own experiences to a reading

Listening and Speaking
Discuss the readings

Grammar
Learn subject-verb agreement in the simple present tense

Writing
Write an autobiographical short story

Academic Vocabulary

relate	analyze
summarize	predict

Academic Content
Learning and appreciating a new language
Words borrowed and words loaned in languages

Chapter Focus Question
Why is it important to feel connected to other peopl

Reading 1 Literature
Autobiographical short story
Making Connectio
by Francisco Jiménez

Reading 2 Content: Social Studies
Magazine article (adaptation)
Words Around the World
by Carla Meskill

Making Connectio

About the Reading
You are going to read a short story about a young b named Panchito, who works hard to read and write in a language: English.



Differentiated Instruction • Use Prior Knowledge

Scaffolding
Prepare students to make connections to readings by talking in groups about books they have enjoyed. To prompt them, talk about books you like to read. ***Say:*** *I am interested in faraway countries. I like to read books that give a lot of details about places I have never visited.* ***Ask:*** *What are some things you like to read about? Which kinds of books did you enjoy most? How do your favorite books or stories make you feel?*

Extension
Have students make a personal connection to a favorite literary character. Have them think of something that character did that they disagreed with. Have them describe what the character did. Then have them describe what they would have done if they were in the book. Tell them that making connections to characters does not always mean that they have to feel the same way as the person in the story. It means relating the story to themselves or their lives in some way.

Before Reading 1

Build Background

Migrant Workers in the 1930s

In the 1930s, migrant workers and their families moved from place to place, picking potatoes, cotton, oranges, and other crops. The work was difficult. Often, the pay was so low that families could not buy food to eat. John Steinbeck wrote about migrant workers in a novel called *The Grapes of Wrath*. In it, he describes the Joads, a family of struggling migrant workers in the 1930s.

Dorothea Lange used her talent as a photographer to document the lives of migrant workers.



"Migrant Mother" (1936), Dorothea Lange

1. Look at the photo of a mother and her two children.
2. Describe the expression on the mother's face and the clothing she and her children are wearing.
3. What does the image tell you about the life of migrant workers, like the Joads, in the 1930s?

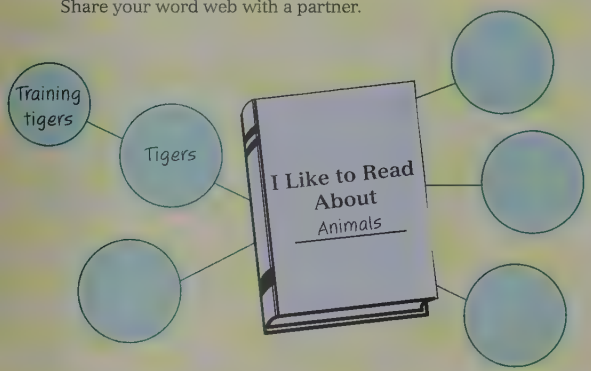
In "Making Connections," Panchito lives with a family of migrant workers. Like the Joads, Panchito's family once lived under challenging conditions in migrant labor camps. Panchito recalls these experiences in an assignment for English class.

Use Prior Knowledge

Talk About What You Like to Read

What do you enjoy reading? In "Making Connections," the main character discovers that he does not know how to read for enjoyment. Create a word web to reveal what you like to read. In the center, write a general subject you like a lot. In the smaller rings, identify a few ideas related to your main subject. In the smallest rings, write a more specific topic related to your general subject.

Share your word web with a partner.



Social Studies Connection

Define and clarify The setting of this selection is California, and the narrator, Panchito, recalls memories from his childhood when he traveled with his family from Mexico to the United States. During the 1930s and beyond, California was host to many migrant workers who traveled there to work on farms during harvest seasons. Often these migrant workers spoke languages other than English.

Home Connection

Pose relevant questions Have students talk with family members about when they traveled to a new place or may have learned a new language. ***Say:*** *What are some questions you could ask a family member about traveling to a new place or learning a new language?* List questions such as *How did you feel? How did you communicate? Was it difficult to communicate?*

Unit 1 • Chapter 1 Before Reading 1

Build Background

Migrant Workers in the 1930s

- **Preview** ***Say:*** *Background information is information that will help you understand what you read. It is knowledge that will make the information in the reading clearer.*
- **Preteach** Ask what the word *migrant* means. If students do not know, ***say:*** *"Migrant" means a person or animal that moves from place to place.* ***Ask:*** *Now that you know what migrant means, what is a migrant worker?* (a worker who moves from place to place looking for a job)
- **Interpret the image** Explain that migrant workers usually moved to a new place each season to do farm work. Ask students to look at the photograph. Have them list words that describe the mother's expression. (frustrated, sad, tired) ***Ask:*** *How do their clothes look?* (The clothes are worn and dirty.) *What do you think they did that day?* (Possible answers: The mother's sleeves are rolled up; she may have worked on the farm.) Explain to students that a migrant labor camp is a place where migrant workers lived.
- **Preteach vocabulary** Write on the board, *We were exhausted after cleaning all day.* ***Say:*** *Exhausted means completely tired or without any energy.* Have volunteers use the word *exhausted* in a sentence that describes what they see in the photo.

Reading Fluency

Repeated Reading Build Background

Use Prior Knowledge

Talk about what you like to read

Teacher Resources: Graphic Organizers: Cluster Map

Brainstorm a list of the kinds of things students read for fun. Separate the lists into *fiction, nonfiction, poetry.* Help students identify different genres of fiction, such as mystery, realistic fiction, humor, fantasy. Identify specific details of each genre. For example, humor has jokes. In mystery, there are suspense and clues. Fantasy might include strange places and imaginary creatures. Use a **Cluster Map** to chart work.

Answer

Graphic organizers will vary but should include a main topic (center) with details to support the main circle and the sub-categories.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Two-Column Chart, Vocabulary Log

Key Vocabulary

Word Connections

anxious *(worried, eager, distressed, yearning)*
approach *(advance, entrance, nearing, passage)*
exhausted *(debilitated, weakened, drained)*
pace *(footstep, tread, momentum, progress)*
reputation *(estimation, influence, stature)*
rupture *(breach, cleft, fissure, schism, fracture)*

Graphic organizer Have students use **Two-Column Charts** to group key vocabulary. Have them write the nouns in one column. In the next column, tell them to write the adjectives. Ask them to use the words in sentences of their own to show they understand the meanings.

Learn Vocabulary

Review the sample sentences with students. Have them replace the highlighted words with other synonyms so that students understand them in context.

- **Preview** Key Vocabulary words are highlighted throughout the chapter so students can easily find them and explore the context in which they are used. Explain the word *highlight* by using a highlighting pen on a piece of paper.
- **Deliver oral responses** Ask student volunteers to describe a personal experience using one of the vocabulary words. For example, they could tell about a time that they were anxious or exhausted.

Learn Vocabulary Sample Answers
anxious (worried; nervously fearful), approach (to go or to move toward), exhausted (extremely tired), pace (speed; the tempo of an activity), reputation (an opinion about the quality of something, such as a person's character), rupture (a break or split)

Practice Vocabulary Answers
approach; anxious; exhausted; pace; rupture; reputation

Use Vocabulary Answers
approach: *near, toward, close*
exhausted: *tired, weary, worn*
pace: *step, stride*
reputation: *character, known for*
rupture: *break, tear*

Checkpoint Answers
1. exhausted; rupture
2. Sample sentence: The bus approached the bus stop.

Before Reading 1

Key Vocabulary
- anxious
- approach
- exhausted
- pace
- reputation
- rupture

Vocabulary From the Reading
Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted** word. Think about the context (the words around the highlighted word). Use the context to determine the meaning of the word.

1. Mary felt **anxious** about her exam because she had not studied enough and wasn't prepared.
2. When I **approach** a strange dog, I am careful in case he bites.
3. After walking for hours, Alaina was **exhausted** and needed to take a break.
4. Trevor walked out of the library. When he saw he was late for work, he increased his walking **pace**.
5. I hear that Mrs. Chen's English class is hard. She has a **reputation** for challenging her students.
6. It rained so much that we were afraid the dam in the river would **rupture** and flood the town.

Practice Vocabulary Fill in the blanks with the correct Key Vocabulary words.

1. Slow down as you ____ a busy intersection filled with cars.
2. When Susan arrived at her new job, she felt ____ and a little scared.
3. The ____ puppies slept all morning after playing with the toys.
4. She read at a slow ____ to understand better what she was reading.
5. The ____ in the bag of sugar made a mess on the kitchen shelf.
6. Her father has a ____ for treating his children fairly.

Use Vocabulary Independently For each of the Key Vocabulary words, create a short list of synonyms, or words with similar meanings. Use a dictionary or a thesaurus to check your work.

1. **anxious** worried, nervous, uncertain, agitated

Checkpoint
1. What word means very tired? What word means to break open?
2. Write a sentence using the word **approach**.

Vocabulary Log | Workbook page 29 | Independent Practice CD-ROM/Online

6 Unit 1 • Chapter 1

Differentiated Instruction • Vocabulary From the Reading

Scaffolding
Pantomime Key Vocabulary words in the following order, using gestures to help students understand: ***Say:*** *anxious* (wring hands; appear nervous), *approach* (walk forward), *exhausted* (wipe hand over brow, slouch shoulders, yawn), and *pace* (walk slowly, then quickly, back and forth). Have students repeat each word as you act it out. Repeat the actions and have students respond with the appropriate word. Have students imitate your gestures.

Extension
Remind students that synonyms are words with the same or similar meanings. ***Say:*** Jump *is a synonym for* hop. Quiet *is a synonym for* hushed. ***Say:*** *I am so exhausted after all that work.* ***Ask:*** *What synonym can I use in that sentence instead of exhausted?* (tired, worn out) Have students work in pairs and write sentences using synonyms for each vocabulary word.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
relate *verb*	to connect	Robby could **relate** to how the losing team felt because he had also lost a game early in the season.	
summarize *verb*	to make a summary, or a brief account of a reading	The student worked hard to **summarize** the long novel.	

Draw a picture and write a sentence for each word.

Reading Strategy

Relate Your Own Experiences to a Reading

As you read about Panchito's experiences, think about events in your own life. This will help you **relate** to the character and understand him better.

1. Think about how hard Panchito works to succeed in school.
   - **a.** What does Panchito do to succeed in school? What do you do?
   - **b.** Who helps him to succeed? Who helps you to succeed?
   - **c.** What challenges does he face, both in and out of school? What challenges do you face?
   - **d.** What motivates Panchito to do his best? What motivates you?
2. For each question above, create a chart like the one below. You will complete the charts after you read the story.

What does Panchito do to succeed in school?	↔	What do I do to succeed in school?
_____		_____
_____		_____
_____		_____
_____		_____

3. When you finish reading, you will **summarize** your responses to show how closely you **relate** to Panchito's experiences.

Checkpoint

Summarize a story you have read to a partner.

Speaking Strategies

Share experiences Have family members tell about a time they felt anxious speaking to a stranger. ***Say:*** *Ask your family member to tell about a time they did not understand what someone was saying. Ask how they felt. What did they do?* In the next class period, students can share what they learned. They can do this in small groups or in front of the class. Tell students to use as many descriptive words and phrases as possible.

Cultural Connection

Use appropriate nonverbal communication Be sensitive to the differences in communication styles. For example, norms of eye contact vary among different cultures. Making direct eye contact is considered impolite in some cultures. Give students time to adjust to this. Tell students that understanding appropriate nonverbal communication is as important as spoken or written communication.

Unit 1 • Chapter 1
Before Reading 1

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Word Connections

relate *(associate, compare, connect, pertain)*
summarize *(compile, condense, nutshell, shorten)*

- **Preview** The Academic Vocabulary words are highlighted throughout the chapter so students can easily find them and explore the context in which they are used.
- **Vocabulary development** Turn the sample sentences into questions for students to answer aloud using the Academic Vocabulary words. For example, *What did Robby do when he saw how the losing team felt?* (relate)

Reading Strategy

Relate Your Own Experiences to a Reading

- **Preteach** ***Say:*** *Panchito, the main character in this selection, worked hard to succeed in school.* ***Ask:*** *Would your teachers describe you as hard-working like Panchito?* Have students give details to support their answers.
- **Teacher modeling** Draw the chart on the board. Model how you will use it to respond to the reading. ***Say:*** *As I read, I will think about each question. When I find the answer to the question, I will stop and write it on the chart. Then I will ask myself the same question. I'll put that in the chart as well.*

Checkpoint Sample Answer

Students should be reminded to talk briefly about a character or characters and the things they did or what happened to them.

Text Genre

Autobiographical Short Story

Teacher Resources: Graphic Organizers: Story Map

- **Preteach vocabulary** Direct students to the chart of the features of an autobiographical short story. ***Say:*** *Characters, conflict, plot, and description are features of a story. In an autobiographical story, the characters, conflict, plot, and description come from actual events in the author's own life.*
- **Apply Identify sequential order** Have students think about writing an autobiographical short story. ***Say:*** *Think about something interesting that has happened to you in the last week.* ***Ask:*** *Who were the people involved? Those are the characters. What was the problem? That is the conflict. What happened? This is the plot.* Tell students that details of what people were wearing, what was said, the time of day, etc., as well as the order the events took place, are part of the description.

the Author

rancisco Jiménez

- **plain author background** The Jiménez family lived in California. They moved around so much that Francisco attended many schools. He often had trouble keeping up with is studies. By high school, Francisco's family had settled in one place, and he began to do vell in school.
- **skills** The Jiménez family traveled from Santa Maria to Fresno, then Bakersfield, and back to Santa Maria. Ask students to locate these places on a state map.

ading Fluency

ed Reading Meet the Author

ading Focus Questions

each Explain to students that they should think about the Reading Focus Questions as they read "Making Connections." They will revisit the questions after reading the selection.

Sample Answers

1. Panchito's language skills improve, and along the way, he learns to relate to people and to the books he reads. Language helped him to do this.
2. Jiménez's purpose in writing this story might have been to show how important connecting to other people was in his life.
3. It is important, because once you relate to someone, you can learn from that person.

Before Reading 1

Text Genre

Autobiographical Short Story

"Making Connections" is an **autobiographical short story.** An autobiographical short story is one that comes from the author's experiences. Autobiographical short stories usually include the features below.

Autobiographical Short Story	
characters	people in a story
conflict	a struggle between two opposing forces
plot	events in a story that happen in a certain order
description	vivid details that add interest to the narrative



Meet the Author

Francisco Jiménez was born in Mexico in 1943. At age four, he and his family moved to the United States. There, Jiménez attended an English-speaking school, though he spoke only Spanish. For years, his family lived as migrant workers. They traveled from place to place in order to find good jobs. Eventually, they moved back to Mexico. Jiménez later returned to the United States and discovered a love of literature. Today, he is a college professor, an award-winning novelist, and an author of children's books.

Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme of "language"?
2. What do you think was the author's purpose in writing "Makin Connections"?
3. Is it important for Panchito to **relate** to the people he reads about? Why or why not?

Workbook page 31
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Help students think about the features of an autobiographical story. Tell a brief story of a time you had a new or difficult experience. After telling your story, direct students to the chart. ***Say:*** *Who was a character in my story?* (you) *What events happened in my story? What was the problem or conflict I had? What are one or two details you remember from my story?* Write students' responses on the board and retell parts of your story to help them answer the questions.

Extension

Ask students to create a **Story Map** of an experience they had in their own lives. On their maps, they can write the people and events that make up the story. Write *characters*, *conflict*, *plot*, and *description* on the board. Remind students to include these features on their Story Maps.

Making Connections

Reading 1
Literature

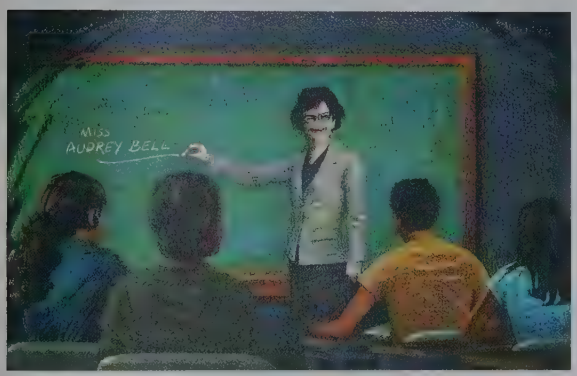
by Francisco Jiménez

1 At the end of my **freshman** year, I received good grades in all subjects except English, even though I had worked the hardest in it. Writing was difficult for me. My freshman English teacher told me that my writing was weak. She suggested that I read more, that reading would improve my writing. "At least read the newspaper every day," she told me. "Read for enjoyment." I had little time to read. I read only for information for my classes, and I could barely **keep up**. Besides, we had no reading material at home and we didn't get the newspaper. I never got more free time to read all during high school, but I did learn to read for enjoyment. It happened in my **sophomore** year, in English class.

2 Miss Audrey Bell, my teacher, had a **reputation** for being hard. When she walked into the class the first day and wrote her name on the board, I heard moans from classmates sitting next to me. "I am **sunk**!" one of them said. "Hello, F," another uttered. Now I was even more worried.

Reading Strategy

Relate Your Own Experiences to a Reading Panchito's teacher tells him to read for enjoyment. How does he feel about this? Do you read for enjoyment?



Reading Check

1. **Recall facts** What class is challenging for the narrator?
2. **Recall facts** What is Miss Bell's **reputation**?
3. **Hypothesize** Panchito's teacher tells him that reading for enjoyment will improve his writing. Explain how reading for enjoyment can influence your school work.

freshman first year in high school
keep up continue at the same speed as everybody else
sophomore second year of high school
sunk in trouble

Language Transfer and Interference

Instruction When asking questions be conscious of the amount of time you give students to answer. Wait for at least 15 seconds for students to respond orally before rephrasing the question or offering a prompt. English learners often need a longer period of time to answer a question. The longer wait time allows students time to mentally translate words. They may also need to lower their anxiety as they compose their responses.

Arts Connection

Relate to personal experience Ask students to bring in photos of a family event. Invite them to identify the event and what the people are doing (talking to one another, having a celebration, eating a meal, working in the yard, playing a game). As an alternative, students may illustrate a family event to share with the class.

Read the Selection

CD 1, Track 2 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Have students identify the title and author of the autobiographical short story. ("Making Connections"; Francisco Jiménez) ***Ask:*** *What do you think the story will be about?* (Sample response: It is about a boy who learns to relate or make connections to other people.)
- **Vocabulary development** Point out the words in dark type. Tell students to guess the meaning of each word by looking at the other words or sentences around it. ***Say:*** *Those words are called context clues.* Students can then check the definitions at the bottom of the page. Have students use the words in original sentences. For example: *I knew I was* sunk *when the third batter hit a long ball.*
- **Inquiry reading** After students read the Reading Check questions, have them go back and read silently to find the answers to the questions.

Reading Fluency

CD Assisted Reading "Making Connections," paragraphs 1–3

Reading Strategy

Identify with the story ***Say:*** *Some things we read because we have to. Some things we read for fun.* ***Ask:*** *What is something you are asked to read?* (textbooks, test questions). *What do you read for enjoyment?* (Answers will vary. Sample answers: magazines, novels, stories, comic books).

Reading Strategy Sample Answers
Panchito does not read for enjoyment because he has little time and few things to read at home. Remaining answers will vary.

Reading Check Answers
1. The narrator has difficulties in English class.
2. Miss Bell's reputation is that she is a very demanding teacher.
3. Sample Answer: The more you read, the better your language skills will be. Good language skills can help students in every subject.

Read the Selection

- **Preteach vocabulary** Point out the word *memorize* in paragraph 4. Explain that to memorize means to make something part of your memory. People memorize phone numbers, poems, songs, and sports scores, for example. Ask students to recite things that they have memorized, such as nursery rhymes or song lyrics.
- **Interpret the image** ***Ask:*** *What is the expression on Miss Bell's face?* (She is smiling.) ***Say:*** *Imagine you are having trouble in class. Would you feel comfortable asking Miss Bell for help?* Have students explain their answers. (Answers will vary, but students may indicate that Miss Bell seems very nice; it would be easy to talk to her.)
- **Cooperative reading** Have students work in groups to read page 10. Divide the page into equal parts and have students take turns reading aloud.

Reading Strategy

- **reading strategies** Have students think about the strategies they use to memorize something. ***Ask:*** *Have you had to memorize spelling words? How were you able to remember them? What method works best for you? Think of a word that you have trouble spelling. Think of a way to remember the correct spelling.*

Reading Strategy Sample Answer

Answers will vary. Sample answer: Before I spoke English well, I ate dinner at a friend's house whose family had spoken English for many generations. I ate dinner with the father, mother, and two brothers. I made some mistakes because they all laughed at a couple of things I said. They weren't trying to be mean. I just said things in a funny way. Anyway, I stopped speaking after a while because I didn't want them to laugh again.

Reading Strategy

Relate Your Own Experiences to a Reading Has there ever been a time when other people laughed and you didn't understand why? **Summarize** the event by telling who was there, where you were, and what happened.

3 Miss Bell had a round face, a small turned-up nose, full lips, and lively blue eyes, and she wore wire-rimmed glasses. Her smile never left her, even when she was upset. When she wrote on the board, her upper arm shook like jelly, just like Mamá's arms. The back of her hands were covered with small brown spots the size of raisins, and her shiny nails looked like the wings of red beetles. She teased students and often made comments that made the class laugh. I laughed too, even though sometimes I did not understand her jokes.

4 No one laughed at her homework assignments, though. Every week she gave us vocabulary and spelling lists and a poem to **memorize.** I wrote the poems on note cards and attached them to the broom handle or placed them in my shirt pocket and memorized them as I cleaned the offices after school. I did the same thing with spelling and vocabulary words. I had a harder time with reading and writing. I was a slow reader and often had to read each assignment twice. At times my mind wandered off as I worried about Papá. When we discussed the readings in class, I was surprised to find out that I had not really understood what I had read.

5 Writing was even more difficult for me. Miss Bell asked us to write short compositions analyzing short stories we read for class. I was happy whenever I understood the plot and **summarized** it, but this was not good enough.



memorize remember something exactly, learn something by heart

Differentiated Instruction • Reading Comprehension

Scaffolding

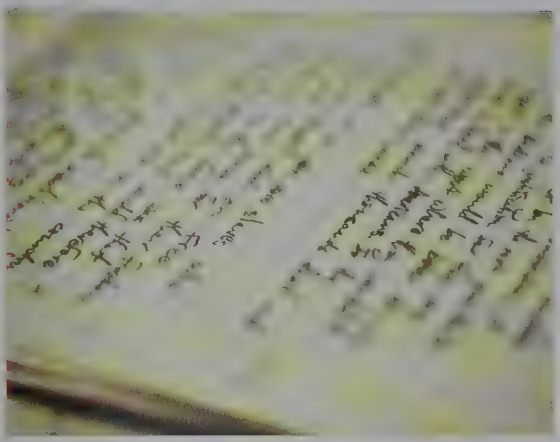
Reread paragraph 4. Have students identify context clues that describe what Panchito was going through at school. As you read, pause at the phrases *harder time, slow reader, mind wandered, had not really understood.* ***Ask:*** *What do these words and phrases tell you about Panchito?* (that he is having difficulty in class)

Extension

Explain to students that a summary does not give all the details of a selection. It gives only important details. Ask pairs to read page 10 again. ***Say:*** *On this page, Panchito describes his teacher and her assignments. What she looks like and what she does are the important details of this page. Putting them together is a summary of the page.* Have students write a summary of page 10.

6 "Don't tell me the story," she would say, smiling. "I know it. I want you to analyze it." I thought I knew what she meant, so in my next composition I wrote about the lesson I learned from reading the story. I hoped this was what she wanted. The stories I had heard from Papá and Mamá, Tío Mauricio, and other migrant workers all had a lesson in them about right and wrong, like "**La Llorona**," "The Boy and His Grandfather," or "The Three Brothers."

7 When Miss Bell returned our compositions, I fixed my eye on the stack of papers as she walked around the aisles passing them out, trying to spot mine. My papers always came back looking as though she had poured red ink on them. My heart pounded faster with each step she took toward me. She grinned as she handed me my paper. I quickly grabbed it. It had fewer corrections than my previous papers, but the grade was only a disappointing C. I stuck it in my binder, and for the rest of the class I had a hard time concentrating. During study hall, I took out the paper. She had written "Good progress" at the bottom of it. I felt better. I then went over the corrections carefully to make sure I understood them. I did not want to make the same mistakes in my next writing assignment, which Miss Bell announced the following day.



La Llorona the crying woman (Spanish)

Reading Strategy

Relate Your Own Experiences to a Reading How did Panchito react when he saw the words "Good progress" on his paper? Have you ever reacted the same way to positive words?

Reading Check

1. **Recall facts** Who told Panchito stories about right and wrong?
2. **Interpret** Why did Miss Bell smile when she handed back Panchito's paper?
3. **Summarize** Tell a story you know that teaches a lesson.

Writing Strategies

Develop the topic with details Have students write a short paragraph describing someone they know. Explain that it is important to include details. Details include how they look, how they speak, what they wear, or how they behave. Instruct students to use paragraph 3 as a model. Brainstorm some possible people to write about (teacher, family member, friend). Have students share their paragraphs in small groups.

Classroom Management

Practice Have students work in groups to discuss the best ways to study or memorize. Ask them to share their tips and make posters that show their methods. Have groups share their tips with the class and tell how they have worked for them. Post their lists of tips so that everyone can try new memorization techniques.

Read the Selection

- **Guided reading** Lead the reading for page 11 and monitor comprehension on the text.
- **Vocabulary development** Tell students *La Llorona* is Spanish. It means *the crying woman.* Explain that it is also the title of a popular folktale in Mexico and Texas. Tell students Panchito is referring to the story in this sentence. We know this because the title is set in quotation marks. Other titles set in quotation marks are "The Boy and His Grandfather" and "The Three Brothers." Students can look up these stories in the library if they are interested in reading them.
- **Grammar preview** Write *She walked around the aisles.* ***Say:*** *The word* walked *is in the past tense.* ***Ask:*** *What is the present tense of the word walked?* (walk). Have students rewrite the sentence in present tense. (*She walks around the aisles.*)

Reading Strategy

Identify facts and inferences Have students reread the end of paragraph 7. ***Ask:*** *How did Panchito feel before he picked up his paper?* (nervous) *When he saw it had fewer corrections than normal, do you think he felt better?* (yes) *He said that his grade was "a disappointing C." What does that tell you about how he felt?* (disappointed, sad) *When he saw the words "Good progress," how did he feel?* (He felt better.) ***Say:*** *Sometimes you have to guess what the character is feeling based on what they say. Sometimes the information is right in the text.*

Reading Strategy Sample Answer
Panchito felt better. I feel the same as Panchito when I work hard and my teacher says something positive to me.

Reading Check Answers
1. Panchito's parents, his uncle, and other migrant families told him stories that taught about right and wrong.
2. Miss Bell smiled because she knew Panchito was making progress and that he would see her comment when he looked at his paper.
3. Answers will vary. Students may summarize stories from Aesop's fables or other stories with morals at the end. Sample answer: Once there was a boy who tended sheep in the field for his family. This little boy liked the attention he received whenever he cried for help. He'd go outside and yell, "A wolf! Help, a wolf is after me." He did this so often his family and friends got sick of his nonsense. They started to ignore him. One day a wolf did come while he was taking care of the sheep. He yelled and yelled, but no one helped him, and the wolf stole one of his sheep. Lesson: When you "cry wolf" and you don't really need help, you risk not having help when real danger comes.

Read the Selection

- **Preteach vocabulary** Make sure students understand the words *composition* (a short piece of writing), *figure* (understand), and *cast* (threw or put—in this case made a shadow).
- **Writing convention preview** Explain that quotation marks show exactly what a character says. The speaker says only words inside the quotation marks. The words outside the quotation marks describe who said it and how it was said. ***Ask:*** *What words at the end of the paragraph 9 tell you this is a question?* (I asked.) Have volunteers identify the speaker of each quote on page 12.
- **Paired reading** Have students read aloud in pairs by taking turns reading paragraph 10.
- **Interpret the image** Direct students to the image. Explain that this is a farm labor camp where migrant workers live. Ask students to imagine what it was like for Panchito and his brothers to take care of themselves at night alone.
- **Vocabulary development** Point out the words in dark type. Have students say each word aloud. If possible provide images to illustrate the words *dump* and *bulging*. You can demonstrate *bulging* by placing too many objects into a plastic bag. Demonstrate *rupture* by pushing one of the objects through the bag.

Reading Strategy

- **Read and answer questions** Have students reread paragraph 8 to remind them of Panchito's assignment. ***Ask:*** *What is something you would want people to know about you? This might be something you want to write about.* Have students make a list of questions they would ask someone about his or her life. Then have students answer their own questions.

Reading Strategy Sample Answer
Autobiography is the assignment. Panchito writes about how his baby brother Trampita almost died. I might think of a writing topic when you look at something or someone you care about and remember a story related to that person.



Farm labor workers lived in housing that was very simple and basic, which made daily life challenging.

Reading Strategy

Relate Your Own Experiences to a Reading What is Panchito's writing assignment? If you had the same assignment, what would you write about?

8 "Our next unit is on autobiography, the history of a person's life written or told by that person," she explained. "So for your next composition, I want you to write about a personal experience, something that happened to you." I liked the assignment, but it was harder than I expected. I thought of writing about being **deported**, but I did not want my teacher to know that my family had crossed the border illegally and that I was born in Mexico.

9 An idea finally came to me late that evening. As I was sitting at the kitchen table trying to figure out what to write, Trampita entered the room, pulling up his white shorts. "What are you doing?" I asked.

10 "I am getting a glass of water," he responded, half-asleep. His small body cast a thin shadow on the wall. We called him "Trampita," "little tramp," because Mamá had dressed him in baby clothes we found in the city **dump**. As he passed me on his way back to bed, I noticed his **bulging navel**, the size of an egg, that had **ruptured** when he was a few months old.

11 We had been living in a farm labor camp in Santa Rosa. It was winter. Papá and Mamá worked at an apple **cannery** at night and left Roberto to take care of Trampita and me while they were gone. One evening, before leaving for work, Mamá prepared the milk bottle for Trampita and laid him on a wide mattress that was on the dirt floor. After my parents left, Roberto and I sat on the mattress and told ghost stories until we got sleepy. We said our prayers and went to bed next to Trampita. We kept our clothes on because it was freezing cold. At dawn, we woke up, frightened by our parents' screams. "Where's Trampita?" Mamá cried out. "Where is he?" Papá shouted. They had terror in their eyes when they saw Trampita was gone.

deported forced to leave a country
dump place where people take their garbage
bulging swelling or sticking out, like a lump
navel belly button
cannery business where food is prepared and put into cans

Differentiated Instruction • Reading Comprehension

Scaffolding

Help students identify how Panchito feels using clues from the text. ***Say:*** *Panchito writes, "I thought of writing about being deported, but I did not want my teacher to know that my family had crossed the border illegally and that I was born in Mexico." **Ask:** Why doesn't Panchito want his teacher to know about his family?* (He does not know the teacher well enough to know if she will call the police. He is being cautious to avoid endangering his family.) ***Say:*** *The author does not explain his feelings, but he gives clues that the reader can understand.*

Extension

Have students reread paragraph 9. ***Say:*** *The author does not say what his idea is, but we can guess from the clues. Right after he says "an idea finally came to me," he describes Trampita. What do you think he is going to write about?* (Trampita) Have students write a brief paragraph describing someone they know.

12 "I don't know, Mamá," Roberto stuttered, shivering from the cold. Papá noticed an opening at the foot of the tent near the mattress. He rushed out. Seconds later he returned with Trampita in his arms. My baby brother was stiff and purple.

13 I decided to write about that experience. I wrote three drafts, making sure I did not make any mistakes. I turned it in, feeling confident. When I got my paper back, I was disappointed to see the red marks again. I had made a few errors. I felt worse when I read Miss Bell's note at the bottom of the paper, asking me to see her after class. *She must be pretty upset with the mistakes I made,* I thought. I half listened to what she said during the rest of the class. When class was over, I waited until everyone had left the room before I **approached** her, folding the paper in half to hide the red marks.

Reading Strategy

Relate Your Own Experiences to a Reading **Summarize** the story of a time when you worked hard on a challenging homework assignment.



Reading Check

1. **Recall facts** What sound woke up Panchito and Roberto?
2. **Make an inference** Do you think life at the farm labor camp was comfortable for Panchito? Use examples from the story to support your answer.
3. **Predict** Why do you think Miss Bell wants to see Panchito?

Social Studies Connection

Map skills Use a large world map. Have students locate Mexico. Show them the Yucatán Peninsula and locate Santa Rosa (near Cancún). Then have students locate California. Use push pins and yarn or string to show Panchito's route from Santa Rosa to California. Then have students find their home countries and do the same. Leave the map on the wall so students can see and compare distances they have traveled to their new home.

Home Connection

Relate recollections of an event Have students think of a time they or their families experienced a difficult situation. Prompt students by sharing your own story such as having a flat tire, being caught in a storm, or getting lost. ***Say:*** *Some people are afraid of what to do in an unfamiliar situation. What are some feelings you had in the situation?* Brainstorm questions for students to ask about their experiences and have them talk about their experiences in small groups or pairs.

Read the Selection

- **Preteach vocabulary** Explain the words *dawn* (early morning), *terror* (fear), *stiff* (hard or difficult to bend), and *draft* (a version of a composition that is not final).
- **Echo reading** Read one or two sections on page 13 and have students reread the section as an echo.
- **Interpret the image** ***Ask:*** *At what point in the story is Panchito's father holding the baby?* (after he found Trampita outside) *How do you think Panchito's father felt when he found Trampita?* (Possible answer: relieved, happy)
- **Vocabulary development** Explain that *approached* means *came near.* Write *boy, dog,* and *approached* on the board. Have students write a sentence using those words. Then have students write two more sentences using *approach* or *approached.*
- **Draw conclusions** **Use examples to form conclusions** ***Ask:*** *How do you think Panchito was feeling as he approached Miss Bell?* (nervous, anxious, upset) Ask students what clues in paragraph 13 support their answers. (Panchito thought Miss Bell was upset; he half listened to her the rest of class; he waited until everyone left.)

Reading Strategy

Summarize significant events Ask students to make a list of school subjects they find challenging. ***Ask:*** *Have you ever had to work extra hard to finish an assignment?* Tell students to write some details about that assignment and why they had to work so hard. Then have volunteers summarize their experiences.

Reading Strategy Sample Answer

In seventh grade, I worked really hard on an assignment about Native Americans. For several days I organized my ideas at the library and wrote carefully. The teacher said my work had improved. I was so happy.

Reading Check Answers

1. The sound of their parents crying out for Trampita woke up the sleeping boys.
2. Answers will vary. Most students will agree that daily life at the labor camp seems uncomfortable—cold, dirty, lonely, etc.
3. Sample answer: Miss Bell probably wants to see Panchito because he wrote such a sad and shocking story.

Read the Selection

- **Preteach vocabulary** Write *moving* on the board. ***Say:*** *The teacher told Panchito that he wrote a "moving" story. Moving is a multiple-meaning word. You might know that moving means* going from one place to another. *In this case, it means that Miss Bell felt very strongly about it. A moving story causes you to have strong feelings.*
- **Radio reading** Have students close their books while you read paragraphs 19 and 20. Tell students to listen to what is being read as if they were listening to the radio. After you read, assess their listening. ***Ask:*** *How did Panchito feel when he left the room?* (lucky) *What did Panchito do when he arrived home?* (He worked on his paper.)
- **Vocabulary development** Read this sentence from paragraph 19: *I floated out of the room, thinking about how lucky I was to be in her class.* ***Ask:*** *Was Panchito actually floating?* (no) *This is a figure of speech. It does not mean exactly what it says. In this case, it means that Panchito was so happy, that he felt like he was floating on air.*
- **Grammar preview** Read the first sentence in paragraph 20. Tell students that it is written in the past tense. Remind them that *tense* means "time."
- **Distinguish between fact and opinion** ***Say:*** *Miss Bell told Panchito his writing showed promise.* ***Ask:*** *Was Miss Bell's statement a fact or opinion?* (opinion) Remind students that a fact can be proven. An opinion is what someone thinks.

Reading Fluency

Readers Theatre "Making Connections"

Reading Strategy

Relate to the narrator's feelings ***Say:*** *Think of a person who reminds you of a happy time in your life.* ***Ask:*** *What are some words to describe your feelings when you think about that person?* (possible answers: happy, joyful, loving, strict, strong). ***Ask:*** *Did you ever feel lucky when you were around that person? Why? In what way do you think your feelings were similar to how Panchito felt about Miss Bell's class?* Tell students to provide details when they explain their answers.

Reading Strategy Answers
Panchito feels lucky because Miss Bell compliments his writing and cares about his work. Explanations will

14 "Is what you wrote a true story?" Miss Bell asked.

15 "Yes," I answered, feeling **anxious**.

16 "I thought so," she said, smiling. "It's a very **moving** story. Did your brother die?"

17 "Oh no!" I exclaimed. "He almost did, but God saved him. He rolled off the mattress, landed outside the tent, and cried so much that he hurt his navel."

18 "His **hernia** must have really hurt," she said thoughtfully. "I am sorry." She looked away and cleared her throat. "Now, let's look at your paper." I handed it to her, lowering my head. "You're making a lot of progress," she said. "Your writing shows promise. If you're able to **overcome** the difficulties like the one you describe in your paper and you continue working as hard as you have, you're going to succeed." She gave me back the paper and added, "Here, take it home, make the corrections, and turn it in to me tomorrow after class."

Reading Strategy

Relate Your Own Experiences to a Reading Why does Panchito feel lucky to be in Miss Bell's class? Have you ever felt the same way? Explain.

19 "I will. Thank you, Miss Bell." I floated out of the room, thinking about how lucky I was to be in her class. She reminded me of Mr. Lema, my sixth-grade teacher, who had helped with English during the lunch hour.



20 That evening when I got home I worked on the paper. I looked at the mistakes I had made and corrected them, following Miss Bell's suggestions. As I retyped it on the kitchen table, Mamá came over and sat next to me. "It's late, Panchito," she said softly. "Time for bed."

moving making you feel a strong emotion
hernia opening in the muscles of the abdomen, often resulting in a lump or bulge
overcome succeed or get through something difficult

Differentiated Instruction • Reading Comprehension

Scaffolding

After students read page 14, ***ask:*** *How does Panchito feel when Miss Bell first speaks to him?* (anxious). *How did Panchito feel once he spoke with Miss Bell?* (excited, proud). *What did Miss Bell say that made Panchito feel less anxious?* (She told Panchito she liked his story and that he had promise as a writer.) After students read page 15, ***ask:*** *How does Panchito's mother feel?* (proud)

Extension

Have students discuss how they felt as they read the story about Trampita. ***Ask:*** *Did you feel sad, anxious, upset while you read?* Ask them if the story that Panchito told reminds them of something that happened in their own lives. Ask if they have ever had an experience that started out upsetting, but ended up fine. Have volunteers share their experiences.

21 "I am almost finished."

22 "What are you working on, ***mijo***?"

23 "It's a paper I wrote for my English class on Trampita. My teacher liked it," I said proudly.

24 "On Trampita!" she exclaimed.

25 She got up and stood behind me. She placed her hands on my shoulders and asked me to read it. When I finished, I felt her tears on the back of my neck.

26 The next day after class I turned in my revised paper to Miss Bell. She glanced at it, placed it on a pile of papers on her desk, and picked up a book. "Have you read *The Grapes of Wrath*?" she asked. "It's a wonderful novel by John Steinbeck."

27 "No," I said, wondering what the word ***wrath*** meant.

28 "I'd like for you to read it." She handed it to me. "I think you'll enjoy it. You can read it for your book report."

Reading Strategy

Relate Your Own Experiences to a Reading Why is Panchito so proud of his work? Describe a time when you felt proud of an effort you made.



29 *When am I going to find time to read such a thick book?* I thought, running my fingers along its **spine**. I was planning to read a smaller book for my report. Miss Bell must have noticed the pain in my face because she added, "And you'll get extra credit because it's a long book." I felt better.

30 "Thanks!" I said. "It'll give me a chance to improve my grade." Her gentle smile reminded me of Mamá and the blessing she gave every morning when I left the house.

Reading Check

1. **Recall facts** Why does Panchito stay up late?
2. **Speculate** Why do you think Panchito's mother cries when he finishes his story?
3. **Speculate** Panchito wondered what the word "wrath" meant. How will he figure out its meaning?

mijo "my child" or "my son" (Spanish)
wrath anger, hostility
spine part of a book that is bound; the part seen on a bookcase

Reteach and Reassess

Contrast aspects of character ***Say:*** *When we learn about characters, we look for words that describe what a character looks like. We also look for words that tell what a character thinks and does, and words that tell what other people think about the character.* Have students create a web of character traits for Panchito, his mother, or Miss Bell. Write the character's name in the center circle. On the lines extending out, write descriptive traits, such as *helpful.*

Arts Connection

Define and clarify Have students illustrate other figures of speech such as, *floated out of the room*, *raining cats and dogs*, or *hold your horses.* Underneath their illustrations, have them write a sentence that explains the phrases such as, *She was so happy; she floated out of the room*; *It was raining cats and dogs and I got soaked*; *Hold your horses, you are going to have to wait a little longer.*

Unit 1 • Chapter 1
Reading 1: Literature

Read the Selection

- **Preteach vocabulary** Explain that *wrath*, in the title of the book in paragraph 26, means anger or hostility. The *spine* is the part of a book that is bound.
- **Build background** Remind students of the photo on page five of the migrant mother. Explain that *The Grapes of Wrath* was about a family who moved from place to place, lived in labor camps, and worked picking grapes and cotton.
- **Make inferences** ***Ask:*** *Why do you think Miss Bell gave Panchito* The Grapes of Wrath *to read?* (She thought he might relate to Steinbeck's characters.)
- **Silent reading with support** Have students read silently. As they read they may turn to another student for help with understanding vocabulary or confusing text.
- **Interpret the image** Say the word *book* aloud and have students identify it on the page. ***Ask:*** *Can you see the front of the book? its pages?* ***Say:*** *What you can see is the spine. The title and author's name is usually printed on the spine to identify the book even when it is placed on a shelf.*
- **Vocabulary development** Before answering the Reading Check questions, explain to students that *speculate* means to think or wonder about something.

Reading Strategy

Relate your own experiences to a reading
Ask students to locate the word in paragraph 23 that explains how Panchito feels about his composition. ("…I said *proudly*"). Have students think of a time they were proud of an accomplishment. Tell students to brainstorm words and ideas about their experience. Then have students use those words and other details to summarize their experiences.

Reading Strategy Sample Answer
Panchito is proud of his work because his teacher likes it and because he worked so hard to write a good paper. Answers for the next question will vary.

Reading Check Answers
1. Panchito stays up late to finish correcting his story.
2. Panchito's mother cries because she might be saddened by the past events, or she may be very proud of Panchito's work.
3. Answers will vary, but Panchito might look in the dictionary, ask his teacher, or read the book and try to figure out the title.

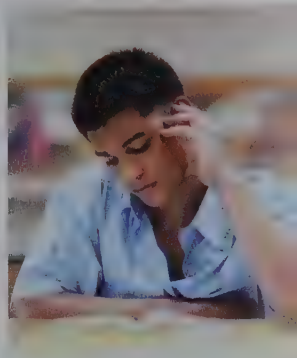
Read the Selection

- **Preteach vocabulary** Explain that *cruising* means driving for pleasure; *muttered* means that someone spoke in a low tone, quietly; *pace* means the rate at which something is done. Tell students that those words will be in boldface in the text.
- **Impress reading** Read aloud or have a fluent reader and another student read orally simultaneously.
- **Vocabulary development** Explain that some words use a mark called a hyphen to link words together. Both words are needed to make sense in a sentence. Have students find the words *double-checked* in paragraph 31 and *worn-out* in paragraph 32. ***Say:*** Double-checked *means to make a careful check of something that was already checked.* Worn-out *means almost useless from long, hard use.* Have students picture Panchito double-checking for his book. Have them picture his worn-out dictionary.
- **Compare and contrast** Ask students to explain the difference in the setting in paragraphs 31 and 32. ***Ask:*** *What was the noise like outside the library? What was it like inside?* (Outside it was noisy from people and cars; inside was quiet.)
- **Writing conventions** Point out the word *o'clock* is used to reference time, with the numbers preceding the word *o'clock.*

Reading Strategy

Evaluate author's use of figurative language Explain that *lose track of time* means to be really interested in a task and to forget what time it was. ***Ask:*** *What task was Panchito very involved in?* (reading). *What time was Panchito supposed to go to work?* (five o'clock) *Why was he late?* (because he was reading and did not pay attention to the time). Ask volunteers to name things they do that make them lose track of time. It could be hobbies, sports, being with friends, or playing games. Then have students write a paragraph describing a time they lost track of time while doing something.

Reading Strategy Sample Answer
Panchito loses track of time while reading; he gets engrossed in the story. Answers for the next question vary



31 After my last class, I picked up the books and binders I needed from my locker and walked to the public library to study before going to work at five o'clock. I double-checked to make sure I had the novel with me. On the way, I kept thinking about how I was going to get through such a long book. I felt its weight on my shoulders and the back of my neck. I quickened my **pace**, passing students left and right. The honking of car horns from students **cruising** by sounded far away. I rushed into the library and went straight to my table in the left back corner, away from the main desk. I piled my books and binders on the table.

32 I took a deep breath, picked up the novel, and placed it in front of me. I grabbed my worn-out pocket dictionary from the stack and set it next to it. I **muttered** the title, *"The Grapes of Wrath."* The word *grapes* reminded me of working in the vineyards for Mr. Sullivan in Fresno. I looked up the word *wrath* and thought of the anger I felt when I lost my blue notepad, my *librito,* in a fire in Orosi. I began reading. It was difficult; I had to look up many words, but I kept on reading. I wanted to learn more about the Joad family, who had to leave their home in Oklahoma to look for work and a better life in California. I lost track of time. Before I knew it, five o'clock had passed. I was late for work.

Reading Strategy

Relate Your Own Experiences to a Reading Why does Panchito lose track of time? Have you ever lost track of time doing something you enjoy? Explain.

cruising driving for pleasure
muttered spoke in a low tone; said quietly

Differentiated Instruction • Reading Comprehension

Scaffolding

Reread paragraph 32. ***Ask:*** *What did Panchito think of when he looked up the word* wrath*?* (He thought of the anger he once felt over losing his blue notepad.) *Why was the reading difficult for him?* (He did not understand many words; he had to stop his reading to look them up, so the reading took longer.)

Extension

Draw conclusions about the narrator. Read the last sentence in paragraph 35 aloud. Help the students interpret the author's meaning. ***Ask:*** *Was Panchito happy about his grade?* (yes) ***Say:*** *Panchito's grade was not as important to him as what he learned from the book.* ***Ask:*** *What kind of connection did Panchito make when he read the book?* (He could relate his own life to the story.)

33 When I got home that evening, I continued reading until one o'clock in the morning. That night I dreamed that my family was packing to move to Fresno to pick grapes. "We don't have to move anymore! I have to go to school!" I kept yelling, but Papá and Mamá could not hear me. I woke up **exhausted**.

34 Saturday night I **skipped** the school dance and stayed home to read more of the novel. I kept struggling with the reading, but I could not put it down. I finally understood what Miss Bell meant when she told me to read for enjoyment. I could **relate** to what I was reading. The Joad family was poor and traveled from place to place in an old **jalopy**, looking for work. They picked grapes and cotton and lived in labor camps similar to the ones we lived in, like Tent City in Santa Maria. Ma Joad was like Mamá and Pa Joad was a lot like Papá. Even though they were not Mexican and spoke only English, they had many of the same experiences as my family. I felt for them. I got angry with the growers who mistreated them and was glad when Tom Joad protested and fought for their rights. He reminded me of my friend Don Gabriel, the ***bracero*** who stood up to Diaz, the **labor contractor**, who tried to force Don Gabriel to pull a plow like an ox.

35 After I finished reading the novel, I could not get it out of my mind. I thought about it for days, even after I had turned in the book report to Miss Bell. She must have liked what I wrote, because she gave me a good grade. My success made me happy, but, this time, the grade seemed less important than what I had learned from reading the book.



The Joad family, a scene from the movie *The Grapes of Wrath*, 1940

skipped didn't go to
jalopy old car that does not run well
bracero laborer (Spanish)
labor contractor person who hires laborers to perform a task

Reading Strategy

Relate Your Own Experiences to a Reading How does Panchito feel when he **relates** to the Joad family? Have you ever **related** to the events or people in a book you read? Explain.

Reading Check

1. **Recall facts** Why doesn't Panchito go to the school dance?
2. **Recall facts** Who does Tom Joad remind Panchito of when Joad stands up for his rights?
3. **Draw conclusions** What does Panchito learn from reading *The Grapes of Wrath*?

Writing Strategies

Establish a plot Have students write a short fictional paragraph about a person who loses track of time because he or she was so involved in an activity. Instruct students to use details that tell what the activity was and why the person lost track of time. Brainstorm some possible people to write about (building something, reading a book, playing a game, working a puzzle). Encourage students to use key vocabulary words from pages 16 and 17.

Language Transfer and Interference

Understand context to determine meaning Explain the foreign words in the story. ***Say:*** Mijo *means* my child *or* my son. Librito *means* notepad. *These words are Spanish. They are being used because the narrator speaks Spanish. The author explains the word* librito. *On page 15, the author does not explain* mijo, *but it is what his mother calls him. We can tell from personal experience that it is probably a familiar name.* Have students think of nicknames their family members might call them, such as *honey* or *ma petite*.

Unit 1 • Chapter 1
Reading 1: Literature

Read the Selection

Teacher Resources: Graphic Organizers: Two-Column Chart

- **Preteach vocabulary** Review the boldfaced words on the page. Have students use the context clues to try to figure out their meanings. Then have them look at the bottom of the page for the definitions. Discuss if what they understood from the context clues were correct.
- **Tapping reading** Tell students to follow along silently with you as you read aloud page 17. Tell them when they feel a tap on the shoulder to begin reading aloud with you until they are tapped again. Then they are to stop. Do this with as many students as possible.
- **Interpret the image** ***Ask:*** *What is the family driving in?* (an old jalopy). *Where do you think they are going?* (Possible answer: to another labor camp; to find work on a farm). *What do you think life was like for the family in the picture?* (hard, tiring) *How is this family like Panchito's family?* (both are workers; both live in labor camps; both travel for their work.)
- **Graphic organizer** Draw a **Two-Column Chart** on the board. Label the left column Joad Family. Label the other column Panchito's Family. Have students copy the chart and fill in details about each family. Then have students compare and contrast the two.

Reading Strategy

Practice vocabulary Review that the word *relate* means to have a connection with something. Brainstorm with students a list of words that describes how Panchito feels when he relates to the Joad family. Help students think of something they have read that they feel relates to them. ***Ask:*** *Have you ever read a book in which you related to a character or event?* Have volunteers explain their answers. Then have students write a paragraph that explains why they related to an event or person in a book.

Reading Strategy Answers
Panchito feels anger and empathy for the Joads. (See details in paragraph 34.) Answers to the second question will vary. Encourage students to name the titles and authors of the books they related to. Make a list.

Reading Check Answers
1. Panchito stays home to finish *The Grapes of Wrath*.
2. Joad reminds Panchito of Don Gabriel, a laborer who also stood up for his rights.
3. Panchito learns how to relate to a reading and that books can be read for enjoyment as well as for information.

Apply the Reading Strategy

Relate Your Own Experiences to a Reading

- **Apply Use textual evidence** After the students draw their charts, have them answer the questions about Panchito. Tell them to look back at the story to find the answers. Then have students answer the questions about themselves. Tell them to answer the question without thinking about the story. Once they have answered all the questions, students can look at their charts to summarize how they relate to Panchito.

Apply the Reading Strategy Answers

Panchito works every day on homework. He uses tools, like dictionaries, to improve his language skills. Answers will vary.

Miss Bell helps Panchito to succeed. Answers will vary.

Panchito faces the challenge of not understanding the English used in school. Panchito does not have reading materials at home: he doesn't have much free time, and he worries about his family. Answers will vary.

Miss Bell's words "good progress" give Panchito motivation to succeed. Answers will vary.

Answers will vary.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Additional Routine for Vocabulary

Teacher Resources: Graphic Organizers: Verb, Vocabulary Log

Word Connections

Analyze (examine, rehash, scrutinize, consider)
Predict (forecast, anticipate, conjecture, infer)
Have students use **Word Webs** to explore word meanings.

Acquisition of Academic Vocabulary Have students use the word *predict* about things that might happen later. For example, *I predict I will have veggie burgers for dinner. I predict the class will be dismissed exactly at 3 PM.* At the next class session discuss if student predictions were accurate.

Academic Vocabulary Answers

Student drawings and sentences will vary.

Checkpoint Sample Answers

Students may say that they analyze life forms, data, or chemical reactions in science class.

Students should identify extreme weather, such as tsunamis, hurricanes/typhoons, and tornadoes, as difficult to predict.

After Reading 1

Apply the Reading Strategy

Relate Your Own Experiences to a Reading

Complete the **Reading Strategy** chart.

What does Panchito do to succeed in school?	What do I do to succeed in school?
Panchito works hard every day on homework. He uses tools like dictionaries to improve his language skills.	

1. Review the **Reading Strategy** on page 7.
2. Draw a chart for each question.
3. Look back at the reading. Answer the following questions.
   a. What does Panchito do to succeed in school? What do you do?
   b. Who helps him to succeed? Who helps you to succeed?
   c. What challenges does he face, both in and out of school? What challenges do you face?
   d. What motivates Panchito to do his best? What motivates you?
4. When you finish your charts, **summarize** your responses to show how closely you **relate** to Panchito's experiences.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
analyze *verb*	to examine something to understand what it is and means, or to study	Scientists **analyze** the behavior of animals to learn more about them.	
predict *verb*	to say what will happen in the future	Dark clouds help me **predict** that a storm is coming.	

Draw a picture and write a sentence for each word.

Checkpoint

1. What things do students **analyze** in science class?
2. Which weather events are difficult to **predict**? Explain your answer.

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Discuss summarize with students. ***Say:*** *When you summarize information, you say or write down the most important ideas. A summary does not include every detail.* Have students refer to their charts. Ask them to underline the most important ideas on their charts. In pairs, have students take turns reading their underlined ideas.

Extension

Practice using *analyze* and *predict* in a literary context. ***Ask:*** *Did Panchito analyze the book?* (yes) *In what way?* (He understood the characters and was able to relate them and the story to his own life.) ***Ask:*** *If you had to predict whether or not Panchito would read more books, what would you say?* (Yes, he would.) *Why?* (Possible answer: Panchito liked reading. Because he learned to read for enjoyment, he would most likely read more books.)

Reading Comprehension Questions

Think and Discuss


Workbook page 32


Independent Practice CD-ROM/Online

1. **Recall facts** Give two reasons why Panchito has difficulty reading for enjoyment. What does he do to overcome this difficulty?
2. **Identify the main idea** What is the main idea of this story? Provide details and use three Key Vocabulary words to support your answer.
3. **Recognize character traits** Describe Miss Bell. Does she seem like a fair teacher? Why or why not?
4. **Analyze** What is Panchito's conflict, or struggle, in the story? What important lesson does Miss Bell teach Panchito by the end of the story?
5. **Predict** How successful do you think Panchito will be in English class? How do you think he did in English classes later in his life?
6. **Revisit the Reading Focus Questions** Go back to page 8 and discuss the questions.

Literary Element

First-Person Narrative

"Making Connections" is a **first-person narrative.** A first-person narrative is a story that is told by the main character who uses the first-person pronoun "I" to refer to him or herself. The narrator of "Making Connections" is Panchito. As the narrator, he tells us his story from his point of view, the first-person point of view. This helps you **relate** to Panchito because you see the events through his eyes.

Build Your Knowledge

Third-person narrative is when someone else who is not a part of the story narrates it, using the pronouns "he," "she," and "they."

1. Locate sentences in the first paragraph of "Making Connections" where Panchito refers to himself as "I." Does it sound to you as though the narrator is a young student? How do you know?
2. Look back at paragraphs 31 and 32 on page 16. What is Panchito's point of view?
3. How does this first-person narrative help you to **relate** to Panchito and his experiences?

Checkpoint

1. Write a sentence about yourself using the first-person point of view.
2. Write a sentence about someone else using the first-person point of view.


Workbook page 33


Independent Practice CD-ROM/Online

Reteach and Reassess

Text genre Have students list and define some features of an autobiographical short story. (characters, conflict, plot, description) Prompt students with questions if necessary. ***Ask:*** *Who is the story about? What happened in the story? When does the story take place?* Have students decide whether "Making Connections" is fiction or nonfiction (fiction).

Literary Elements

Reteach **Analyze the appearance of characters** ***Say:*** *In a first-person narrative, the story is told by the main character.* ***Ask:*** *Who is the narrator in "Making Connections"?* (Panchito). Have students create a timeline that shows how Panchito feels at different points in the story. Have students write *Panchito* at the top of the page. Then have them make three boxes underneath, labeled *beginning*, *middle*, and *end*. Students are to write sentences beginning with "I" that show how Panchito feels at the beginning of the story, in the middle of the story, and at the end of the story. Have students find examples to support their statements in the story.

Unit 1 • Chapter 1
After Reading 1

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

The **Reading Comprehension Questions** follow the QAR (Question-Answer Relationship) sequence.

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. Answers will vary. Sample answer: Panchito does not speak or read English well. He doesn't have a lot of time to read after school because he has a job. He overcomes his difficulties by using a dictionary and thesaurus to read and by taping poems on his broom to memorize them for class.

"Think and Search"

2. The main idea is that Panchito works hard to improve his English, and can relate his experiences to the lives of the family in the story *The Grapes of Wrath*. Panchito is often exhausted from working in school and for his family and is anxious about his English essays, but his struggle to connect with reading is ultimately met with success.

"Author and You"

3. Miss Bell is older, wears glasses, has blue eyes, and has a reputation for being a hard teacher. She seems like a fair teacher because she gives Panchito opportunities to discuss his work.

"On Your Own"

4. Panchito's conflict is his struggle with reading. Miss Bell teaches Panchito how to read for enjoyment by encouraging him to relate to his reading.
5. Panchito probably did better in English with Miss Bell and during the rest of high school. He learned how to read for enjoyment, which is a skill he would use all his life.

Revisit the Reading Focus Questions

6. See sample answers on page 8.

Literary Element

First-Person Narrative

Identify narrator ***Say:*** *This is a first-person narrative because Panchito is telling it about himself.* Have students identify where he uses the word "I." Ask them to find clues that tell who Panchito is.

Reading Fluency

Reading Words in Chunks Literary Element

Literary Element Sample Answers

1. He was a teenager in the story. Panchito says he is in high school.
2. He is nervous and preoccupied with reading such a long book. He soon loses track of time.
3. I can relate to Panchito because everyone can relate to receiving papers back from teachers covered with marks.

Checkpoint Sample Answers

1. Check that students use *I* or *we*, such as in the sentence *I grew up in a small town.*
2. I am proud to have won a medal in gymnastics at the Summer Olympic Games.

Bridging Readings 1 and 2

About the Reading

Interpret the image Direct students to look at the photo of the airport sign. ***Ask:*** *What do you see in this photograph?* (information written in a different language) *What letters or symbols do you recognize in the photo?* (airplane, numbers, suitcase, question mark) *The title of the reading is "Words Around the World." What do you think the article will be about?* (languages used around the world)

ild Background

Loanwords

ich vocabulary Explain that words from one language can be used in other languages. These are called *loanwords*. Loanwords are taken from foreign ages. Often loanwords are used in a particular ustry or job. They are borrowed because there is no better word in the borrowing language. Give some examples (*boutique, plaza, tsunami*).

bulary From the Reading

derstand and Use Definitions

ional Routine for Vocabulary

Resources: Graphic Organizers: eb, Vocabulary Log

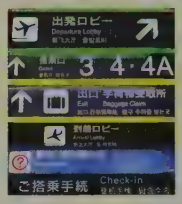
onnections

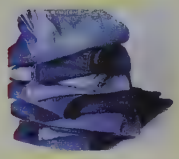
ort *(consign, transport, trade, dispatch)*
al *(international, universal, comprehensive)*
template *(pattern, decoration, plan, instruction)*
Have students use **Word Webs** to explore word meanings.

- **Teacher Think-Aloud** Explain how to use the chart. ***Say:*** *I look at the heading of the left column. Each word under the heading is a vocabulary word. I look at* export. *I move my finger to the middle column. That is the definition of* export. *I move my finger to the right column. That is a sentence that uses the vocabulary word.* Have students use the same pointing method to understand the remaining words.
- **etermine meaning of unknown words** Have students read the definitions and sample sentences in the chart. Then ask them to come up with sentences of their own that use the three vocabulary words.

Checkpoint Sample Answers
wers may vary, but students may identify global arming, clean water, hunger, and disease as global ues

Before Reading 2





Words Around the World

About the Reading

In "Making Connections," Panchito learns that he can **relate** to the experiences of characters in literature. In the article you are about to read, words around the world connect people to one another.

Build Background

Loanwords

Languages around the world borrow words from each other. For example, the French word *denim* is a word that English speakers have adopted into their vocabulary. In this way, languages around the world have grown much larger because of loanwords, or words loaned to them from other languages.

Key Vocabulary
export
global
template

Vocabulary From the Reading

Understand and Use Definitions

Look at the **highlighted** words in the chart below. Read each definition and the sentence that follows. Use the chart to help you understand the article you are about to read.

Word	Definition	Sentence
export	to ship from one country to another	The United States wants to **export** products like denim to many countries around the world.
global	worldwide, or relating to the whole world	English is a **global** language. It is a common second language spoken in many countries around the world.
template	guide with codes, symbols	I filled out the form on my computer using a **template**.

Checkpoint
A **global** issue is a topic that affects people around the world. Identify one example of a **global** issue.

Vocabulary Log | Workbook page 34 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Have students use a **Word Web** to brainstorm things associated with the Key Vocabulary words. For example, they might think of items that could be exported such as crops and minerals. For *global*, they might think of types of music that are known worldwide. For *template*, have them think of stencils, patterns, and plans. Post the webs around the room so that students remember the vocabulary words.

Extension

Have students pretend that they are workers at a company that is about to go global. Have them write a paragraph that describes what their company will export and how they will reproduce their products using a template. They must use all three Key Vocabulary words in their paragraphs.

Reading Strategy

Relate Your Own Experiences to a Reading

As you read "Words Around the World," think about your own experiences with language. Look for familiar words as you read. Consider any loanwords that you know and use.

1. Write down any loanwords you use and identify where they come from.
2. Describe or define the words.

Text Genre

Informational Text: Magazine Article

An **article** is an **informational text** that presents nonfiction writing about a topic. Articles are often published in magazines, which can appear in paper form or on the Internet. Most articles share the following features. Look for features like these as you read "Words Around the World."

Magazine Article

Feature	Purpose	Appearance
photographs and illustrations	allow readers to see new or interesting images related to the article	may be color or black and white; may appear anywhere in the article
segments or sections	break the article into parts that relate to topics in the article's subject matter	may begin with a heading or a space that separates it from the section before it

Meet the Author



Carla Meskill is a professor at the University at Albany, State University of New York. She researches how people learn languages, especially how people learn languages with new technologies. Professor Meskill also enjoys writing novels, short stories, and plays.

Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme of "language"?
2. What do you think was the author's purpose in writing "Words Around the World?"
3. How does this article relate to the languages you speak?

Checkpoint

Name two features of a magazine article.

Workbook pages 35–36

Independent Practice CD-ROM/Online

Social Studies Connection

Conduct research and present a report Have students research the exports of their native countries or the native countries of family members. They can use resources such as the library or approved Web sites. Ask them to create a list of items that their countries export and to write a brief report about the items to share with the class.

Math Connection

Define and clarify Have students create a pattern for a fabric. Then have them create a template, or stencil, so that they can recreate their pattern. To test if their patterns work, have students exchange their templates with a partner so that the partner can create their pattern. If the templates do not work as planned, have the pairs work together to fix the template.

Unit 1 • Chapter 1 Before Reading 2

Reading Strategy

Relate Your Own Experiences to a Reading

Use word origins Have students look for words from another country or language in Reading 2 that may be familiar to them. As students read, have them make a list of words they recognize. Then have students compare their lists in groups.

Text Genre

Informational Text: Magazine Article

Analyze text features Direct students to the chart. ***Say:*** *Some features of informational text are photographs or illustrations. In many articles, information is divided into sections.* ***Ask:*** *What are some sections on page 21?* (Reading Strategy, Text Genre, Meet the Author, Reading Focus Questions) *How do you know that these are different sections?* (They have headings in boldface; they are in separate paragraphs.)

Reading Fluency

Echo Reading Text Genre

Meet the Author

Carla Meskill

- **Explain author background** Carla Meskill's specialty is researching ways to use new forms of technology in language education, especially in computer-assisted language learning. She is the director of the Technology Assisted Language Learning (TALL) project.
- **Map skills** Have students find Albany, New York, on a map or globe.

Reading Focus Questions

Preview Students should think about how they "relate" to the reading as they read. In other words, what parts do they respond to? Have them identify the theme as they read "Words Around the World." Does the title indicate the theme? Students will revisit the questions after reading the selection.

Reading Focus Questions Sample Answers

1. Recognizing words from around the world keeps cultures and their languages alive. When people share a culture, it helps them overcome their differences.
2. The author may have written this article to show that in many parts of the world, people speak more than one language.
3. Students may identify with using words from around the world in their normal speech.

Checkpoint Answers

Two features of a magazine article are photographs and illustrations, and segments or sections.

Read the Selection

CD 1, Track 3 (optional)

Instructional Routine for Reading
page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Preteach vocabulary** Explain that a language historian studies the history of language and how it has changed over the years.
- **Vocabulary development** Explain that *native* means born to a particular place or country. Explain that *majority* means more than half of the whole. Draw a circle on the board. Draw a line through it so that one part is larger than the other. Explain that the larger part represents the majority.
- **Cooperative reading** Have students work in pairs or small groups. Divide the reading into sections, having students take turns reading paragraphs on page 22.
- **Understand the image** Direct students to the image. ***Ask:*** *How many sections do you see?* (three) ***Say:*** *This stone is engraved with words in three different languages.* ***Ask:*** *Do you think this stone is very old or new?* (old). Explain that the languages on the stone are very old and that they helped scientists and historians learn about ancient languages.
- **Cultural background** The Rosetta stone was discovered in Egypt by Napoleon's troops in 1799. Etched on the stone was the same inscription in three languages: Greek, Hieroglyphics, Demotic (a simplified form of hieroglyphics). This stone became the key that allowed one language historian to decode Egyptian hieroglyphics, an ancient language which historians had been unable to read until then.

Reading Fluency

Assisted Reading "Words Around the World," paragraphs 1–3

Reading Strategy

As part of a survey Ask students to name any language they know other than English. Write their responses on the board. Take a poll. *Ask: Raise your hand if you know one language. Raise your hand if you know two languages* and so forth. Tally the number of languages that represent the entire class.

Reading Strategy Answers
Student answers will vary but may include languages used at home, with relatives, or when traveling to other places.

Reading 2
Content
Social Studies

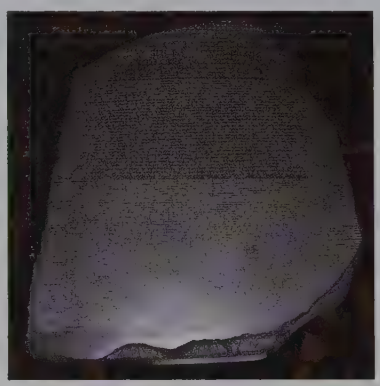
Words Around the World

by Carla Meskill

1 Languages are forever growing, shrinking, and disappearing. In short, most languages are always changing. Loanwords are words borrowed from another language. These words travel from one language to another every minute of every day. Sometimes, they replace words that then disappear entirely. Right now, there are about 7,000 languages spoken in the world. Through time, languages disappear because people stop speaking them. **Language historians** guess that the world has already lost thousands of languages, especially those spoken by a country's native people.

2 Many fear that the English language will eventually replace a number of languages, much the way it has replaced thousands of original languages in the United States. The smaller the country, the smaller the number of speakers, and the greater the risk that a more widely used language will replace the native language. Indeed, in most countries of the world, people speak two or more languages. In the United States, however, the majority of people speak only one.

Reading Strategy
Relate Your Own Experiences to a Reading How many languages do you speak? When do you use each one?



The Rosetta Stone is an ancient Egyptian artifact. It is carved with text in three languages.

Language historians experts who study the history of language and how it has changed over the years

Differentiated Instruction • Reading Comprehension

Scaffolding

Read aloud the last sentence in paragraph 1. Clarify to students that a language cannot physically be lost as one would lose a shoe or a book. Explain that in this case, *lost* means *fail to keep* or *no longer in use*. Explain to students that words like *sandwich* or *sushi* originated in one language and are now used in others.

Extension

Have students make flash cards. Tell students to find images from library or internet sources for each of the following words: *sushi*, *sandwich*, *borscht*, *hummus*, *quiche*, *taco*, and *burrito*. Have students paste the images to one side of an index card and write the word on the other side. Then have students use the flashcards in pairs to quiz each other.

The Language of Food

3 The English-speaking world **exports** more than **goods**, movies, and TV shows to other nations. Along with these **exports** go the English words that describe them. For example, the word "sandwich" is understood in most non-English speaking parts of the world. We in the United States also use many non-English words to talk about international foods. Words like **sushi**, **borscht**, **hummus**, and **quiche** are loanwords from other nations. Can you think of more examples?

Business in Many Tongues

4 Many different languages are used in the world of **global** business. Business people who speak more than one language have great advantages over those who speak only their native language. English is the most widely used language of business. In fact, you can hear the word "business" used in any number of countries where a word does not exist for it in its native language!



Reading Strategy

Relate Your Own Experiences to a Reading When speaking your language, do you use food words from other languages? Give examples.

Reading Check

1. **Recall facts** What language does the word *sandwich* come from?
2. **Recall facts** Which language is the most widely used in the world for conducting business?
3. **Draw a conclusion** Imagine that you are a business person whose native language is French. According to the article, what would you probably have to learn to be able to work internationally?

goods products that can be bought or sold
sushi Japanese dish made of rolls of rice, vegetables, and fish
borscht Russian or Polish cabbage soup
hummus thick Middle Eastern spread made with chickpeas, garlic, and lemon
quiche pie made with eggs, cream, and cheese

Classroom Management

Ask questions to elicit information Review language that will help students communicate in a classroom setting. These skills may also help students when they are in other situations. Model types of questions students need to ask, such as:
Could you repeat the question, please?
Could you explain that again, please?
I don't understand what ___ means.
I need help with ___.
Is ___ right?

Make a sentence strip to reinforce each question or statement and post them on the wall for reference. Give students an opportunity to practice using these questions in class to clarify information. Instruct students to use these questions as often as they need to so they can understand class information as well as texts they read.

Unit 1 • Chapter 1
Reading 2: Content

Read the Selection

Teacher Resources: Graphic Organizers: Venn Diagram

- **Preteach vocabulary** Explain that *sushi*, *borscht*, *hummus*, and *quiche* are foods that originated in different countries. Have students discuss foods from their native countries. Ask them to write these food names on the board, to pronounce them for the class, and explain what they are.
- **Cooperative reading** Have students work in pairs or small groups. Divide the reading into sections, having students take turns reading paragraphs on page 23.
- **Interpret the image** ***Say:*** *This is a kind of food.* Direct students to the definitions of the words at the bottom of the page. After reading the definitions, ***ask:*** *Does one of the definitions match the food in this picture? What kind of food is this?* (sushi)
- **Vocabulary development** Explain that *international* means involving two or more nations.
- **Support main idea with details** Have students provide details that support this main idea. ***Say:*** *We in the United States use many non-English words to talk about international foods. What are some of these non-English words mentioned in the text?* (sushi, borscht, hummus, quiche)
- **Graphic organizer** Have students complete **Venn Diagrams** to compare and contrast foods from the United States and from their home countries.

Reading Strategy

Make a list of words in other languages Brainstorm a list of favorite foods with students. Help students identify any words that may have come from other languages. Have students add to their lists to help them complete the activity.

Reading Strategy Sample Answer
Some examples are taco, salsa, crepe, tofu.

Reading Check Answers
1. The word sandwich comes from English.
2. According to the article, English is the most widely used language of business.
3. An international business person would probably have to learn English.

Read the Selection

- **Prereading** Remind students that *global* means worldwide or relating to the world. Tell students *society* is the people that interact and live as part of a larger community. Explain that *global society* refers to how people interact all over the world.
- **Cooperative reading** Have students work in pairs or small groups. Divide the reading into sections, having students take turns reading the words on page 24.
- **Interpret the image** Have students work in pairs to describe what is happening in each photo and to identify the appropriate loanword used in each photo.
- **Speaking application** Ask volunteers to pronounce each loanword and tell what language it was borrowed from or which language borrows it from English.
- **Identify root words** ***Ask:*** *What is the root word of* global*?* (globe) *A globe is a model of what?* (Earth)
- **Relate to personal experience** Have students identify at least one loanword they use. Ask them to write a sentence using the loanword and how it connects to the student's life. (Sample: *Each night I put on my* pajamas *at nine o'clock in the evening.*)

Reading Strategy

Synonyms Have students review the loanwords and think carefully about each one. Then have students make a list of the words they borrow from other languages. Then have them look at what is remaining on the list and ask them what words they use instead of the ones left. (For example, someone might say *gross* instead of *icky.*)

Reading Strategy Answers
Answers will vary. Words in the list on page 24 may be used as examples

5 People may never all speak the same language. Luckily, the growth of a **global** society has made it easier for the world's people to communicate.

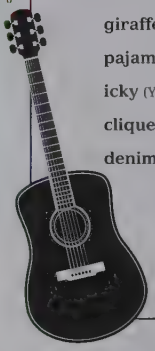
Reading Strategy

Relate Your Own Experiences to a Reading Do you use any words borrowed from other languages? Which ones?

Loanwords

Words English Has Borrowed

6



giraffe (Arabic)
pajamas (Hindi)
icky (Yiddish)
clique (French)
denim (French)
guitar (Spanish)
umbrella (Italian)
cookie (Dutch)
icon (Russian)

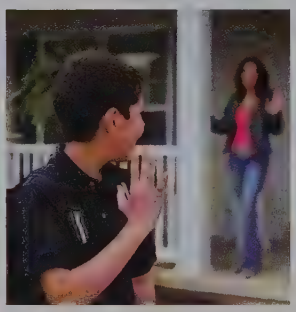


Words Borrowed from English

7

bye-bye (used in China)
humu ran ("home run" in Japanese)
stop (Italian)
weekend (French)
job (French)
brother (Brazilian Portuguese)
hip-hop (multiple languages)







Differentiated Instruction • Reading Comprehension

Scaffolding

Read paragraph 8 aloud. ***Ask:*** *What are some loanwords used to describe some things used with computers?* (Windows, click, Web site) ***Say:*** *Windows is a kind of program used in a computer.* ***Ask:*** *What does it mean to* click *when you are using a computer?* (Touch the button on the mouse to issue a command on the screen.)

Extension

On a sheet of paper or blank template, have students design a keyboard using the alphabet of their primary language. Students may add to the template depending on the alphabet and student designs. Have volunteers share their keyboards with the class.

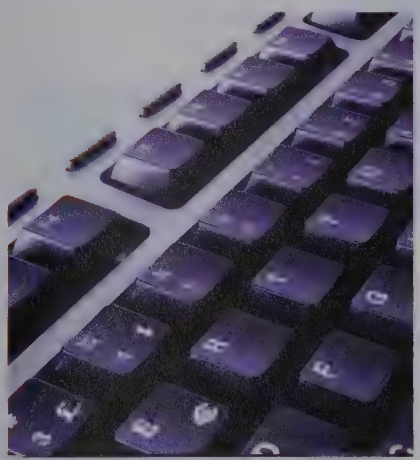
Technology

8 For a long time, the language of computers was English. In recent years, though, people have come to use computers in their native language as a way of keeping their culture, their identity, and the **mother tongue** alive and in use. Still, words such as "Windows," "click," and "Web site" are often borrowed from English. These loanwords get worked into the everyday languages of other countries.

9 Most computer keyboards have the QWERTY layout. This name comes from the top left row of letters on a keyboard. Speakers of non-Roman alphabet languages, such as Russian or Chinese, can use a QWERTY keyboard. To do so, they can use a keyboard **template**, special software, and the **word processing font** for their language. More often, though, computer companies are making keyboards based on different alphabets. Among them are Cyrillic, the Russian alphabet, and Pinyin for Chinese speakers. Many users buy translation software. This software quickly translates Web pages from one language to another. In this way, Internet users can read sites in different languages.

Reading Strategy

Relate Your Own Experiences to a Reading Have you ever sent an e-mail written in a language other than English? How does writing in another language feel different from writing in English?



A QWERTY Keyboard

mother tongue first language one speaks as a child
word processing font kind of type used by computers

Reading Check

1. **Recall facts** What is the name of a typical English-language keyboard?
2. **Recall facts** What does translation software do?
3. **Explain** Why are computer companies making keyboards based on different alphabets?

Social Studies Connection

Identify countries Direct students to the loanwords chart. Have students look at the words English has borrowed. Have students use a map, library, or Internet sources to name a country where that word might be used. Have students repeat the activity for the words borrowed from English.

Classroom Management

Use library resources You may wish to provide visual aids to help students understand the role of computers in language. If a computer and Internet access is available, begin by showing students the keyboard and screen. Then show students a Web site that offers information in a language other than English. If access is an issue, you could locate images of a computer and its parts, visit Web sites yourself and take screen shots of the browser windows, and transfer all the images onto transparencies to share with students.

Unit 1 • Chapter 1 Reading 2: Content

Read the Selection

- **Prereading** Preview the heading on page 25. ***Say:*** *Technology is accomplishing a task using a specialized method.* ***Ask:*** *What are ways you use technology to communicate?* (talking on a phone, computer, text messaging on a cellular phone)
- **Preteach vocabulary** *Mother tongue* is the first language one speaks as a child; a *template* is a guide with codes and symbols; *word processing* font is the kind of type used by a computer.
- **Cooperative reading** Have students work in pairs or small groups. Divide the reading into sections, having students take turns reading paragraphs on page 25.
- **Understand idioms** Tell students *mother tongue* is an idiom. Remind students that an idiom is a phrase, or group of words, that does not carry the exact meaning of the words in the phrase.
- **Develop vocabulary** Tell students that *translation* is a form of the word translate, which means to change a set of words or symbols from one language to another.
- **Interpret the image** Have students look at the image on page 25. Ask where they have seen something like this before. (computer, library) Discuss how computer keyboards might look different for people who speak different languages. If possible, find images of computer keyboards with Chinese, Korean, or Arabic letters.

Reading Strategy

Use electronic media ***Ask:*** *Have you ever been on a Web site that gave you a choice of language?* Tell students some Web sites want people from different countries to be able to see what is on the site, so some sites may offer information in more than one language. Ask volunteers to share experiences of using an Internet or e-mail program in a language other than English.

Reading Strategy Sample Answer
Students may say that writing in another language while in the United States helps them feel connected to another culture.

Reading Check Answers
1. QWERTY
2. Translation software quickly translates Web pages from one language to another.
3. Keyboard companies make keyboards in different alphabets because there is a demand for them by people all over the world.

Read the Selection

- **Cooperative reading** Have students work in pairs or small groups. Divide the reading into sections, having students take turns reading the words on page 26.
- **Interpret the image** ***Ask:*** *What is each person doing?* (talking on a cellular phone) *Can you tell from the photo that they are using language? Explain.* (Yes, they are holding a phone to their ear for listening and they appear to be speaking.) *What two things are these people using to communicate?* (technology and language)
- **Content connection** Ask students to list ways they communicate with people in their families or other people they know who may be far away (telephone, cellular phone, computer).

Reading Strategy

List Have students write the name of the language or languages that they speak. Under the names of the languages, tell them to list five people they speak that language with. Then have students write next to each person's name whether or not that person speaks a second or third language with the student.

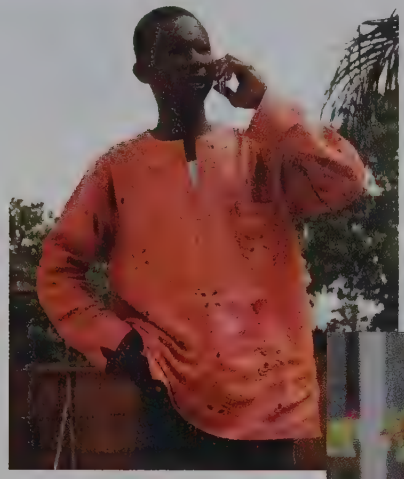
Reading Strategy Answer
Answers will vary. Encourage students to discuss this strategy at length.

Reading Strategy

Relate Your Own Experiences to a Reading What languages do you speak? With whom do you speak them?

English Is a Global Language

10 More people speak English, more than any other language, as a second, third, or fourth language. Often, people who don't speak English as their native language use it to communicate with others. This is called English as a Lingua Franca, or "ELF." At one time, people feared that English would replace other languages. Thankfully, the Internet allows more people to use multiple languages to communicate. By doing so, they are keeping their native languages alive.





Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Review the characteristics of an autobiographical short story and a magazine article with students. (Autobiographical short story: fiction story based on true events; informational text: presents nonfiction information on a topic) ***Say:*** *"Making Connections" is about a boy who learns to read for enjoyment. Did the things in "Making Connections" actually happen?* (possibly not). *"Words Around the World" is about how languages change and grow. Do languages actually experience changes and growth?* (yes)

Extend

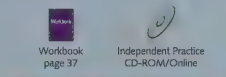
Have students compare "Making Connections" and "Words Around the World." Have students think about how Panchito's family used foreign language mixed in with English to communicate. Discuss how students made a connection to both readings. Then have them write a comparison that shows how the two readings are connected through the students' connections and their use of language.

After Reading 2

Reading Comprehension Questions

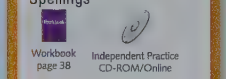
Think and Discuss

1. **Recall facts** According to the article, why do languages disappear?
2. **Recognize cause and effect** What might happen to some of the world's languages if native speakers stopped speaking them?
3. **Apply** Write a paragraph that describes "Words Around the World" and uses the three Key Vocabulary words.
4. **Speculate** Besides computers, what do speakers rely on to keep their languages alive?
5. **Connect** How is language connected to culture?
6. **Revisit the Reading Focus Questions** Go back to page 21 and discuss the questions.



Spelling

Words with the Same Sounds but Different Spellings



Writing Conventions

Punctuation: Quotation Marks to Refer to a Word



Connect Readings 1 and 2

You have read two readings on the theme of language.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the text genre?	What is a feature of the text genre?	Which selection uses first-person narrative?	Which selection did you prefer? Explain.
Making Connections				
Words Around the World				

2. Read the main ideas from the article "Words Around the World." Then support or explain each statement with examples from "Making Connections." See example below.

"Words Around the World": In most countries of the world, people speak two or more languages.

"Making Connections": Panchito understands both English and Spanish.

a. "Words Around the World": More people speak English as a second, third, or fourth language than any other language.

"Making Connections":

b. "Words Around the World": People who speak more than one language have great advantages over those who speak only their native language.

"Making Connections":

Cultural Connection

Use library resources Use an atlas to show students where the different countries mentioned in both stories are located. ***Say:*** *We read about language in Mexico, China, Russia, France, and other places.* Divide students into small groups. Assign each group a country. Show students how to use library resources to find information about the language used in these countries. ***Ask:*** *What language is spoken in these countries? Have the languages changed or grown? Do people speak other languages in these countries?*

Home Connection

Supporting student achievement Have students use a recording device to record a conversation they have at home when they and other members of the household use English alongside their native languages. Have students chart how many words were spoken, and how many times English and their native language were used.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. According to the article, languages disappear because people stop speaking them.

"Think and Search"

2. There will be fewer languages in the world if people stop speaking them. The languages that will remain will be languages that are spoken by the most people.

"Think and Search"

3. Answers will vary.

"On Your Own"

4. Native speakers may rely on each other, technology (such as cell phones), older generations, and literature to keep their languages alive.
5. Language is connected to culture because it names the events, activities, places, and history of that culture. Student answers will vary, but most may agree that a culture can be forgotten if its language disappears.

Revisit the Reading Focus Questions

6. Answers are found on page 21.

Spelling

Students will learn more about words with the same sounds but different spellings in the Workbook on page 38.

Writing Conventions

Students will learn more about using quotation marks to refer to a word in the Workbook on page 39.

Connect Readings 1 and 2

- **Preview** This activity guides students to compare features of an autobiographical short story and an informational piece.
- **Compare and contrast** ***Say:*** *What do these writings have in common?* (They are both about language.) *How are they different?* ("Making Connections" is fiction; "Words Around the World" is nonfiction.)

Sample Answers

1. "Making Connections": Genre: autobiographical short story; has characters and a plot; uses first-person narrative: Yes; preference: Answers will vary; "Words Around the World": Genre: magazine article; uses sections; uses first-person narrative: No; preference: Answers will vary.
2. a. Panchito's native language is Spanish. He also speaks English.
   b. Panchito is able to remember native stories in Spanish. He can speak to his family and to other Mexican laborers in Spanish. He can also discuss his schoolwork with Miss Bell in English. Knowing two languages allows him to communicate with different people in different places.

Listening and Speaking

Discuss the Readings

- Instructional Routine for Listening and Speaking page Txlii
- Teacher Resources: Rubrics: Rubric for Speaking Assessment
- **Vocabulary review** Remind students to use Key Vocabulary words in their discussions whenever possible.
- **Listening and speaking strategies** Remind students to wait for other students to finish speaking before adding to the conversation.

Reading Fluency

- **Repeated Reading** Listening and Speaking, first paragraph

Phrases for Conversation

Expressing Agreement

- **Teach vocabulary** ***Ask:*** *What is a conversation?* (a discussion between two or more people) *When and where do you have conversations with others?* (school, home). ***Ask:*** *What does* agree *mean?* (when two people have the same opinion about a topic). ***Say:*** *An agreement is when two people think similarly.* Ask students to think about the last conversation they had and what kinds of words they used when they either agreed or disagreed with another person. Read the phrases for conversation and have students practice using them.

Reading Fluency

Reading to Scan

- Instructional Routine for Reading Fluency page Txlviii
- Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

loanwords: words borrowed from another language

translation software: software that quickly translates web pages from one language to another.

QWERTY: the keyboard layout for English computers

English as Lingua Franca: when a non-native speaker uses English to communicate

After Readings 1 and 2

Listening and Speaking

Discuss the Readings

Phrases for Conversation

Expressing Agreement

I agree with you.
That's an interesting idea.
My idea is similar to ____'s idea.
That's correct.

According to the article "Words Around the World," there are about 7,000 different languages spoken today. In "Making Connections," Panchito faces challenges as he learns one of those languages. Explore the theme of language in the two readings.

1. Work with a partner to answer these questions.
   a. What challenges does Panchito face as he learns English?
   b. If you could speak another language, which one would you choose? Why?
   c. Why is it good for people to speak more than one language?
2. Scan (read quickly through) the readings to find support for each of your answers above. Write down any notes that might help you to discuss your responses.
3. With a group, discuss your answers. Use your notes to support your responses as well as the responses of your classmates.
4. Listen to your classmates as they share their responses. Use the **Phrases for Conversation** to give encouragement to each speaker in your group.

Reading Fluency

Reading to Scan

When you scan a text, you move your eyes quickly over the words. Scanning allows you to read for specific information.

Take 40 seconds and scan "Words Around the World" to locate the following key phrases. Write down the meaning of each phrase as you find it in the article. Complete this task in two minutes or less.

Key Phrases	
loanwords	QWERTY
translation software	English as Lingua Franca

Differentiated Instruction • Listening and Speaking

Scaffolding

Have students work in pairs. Tell students to make a chart on a sheet of paper with two columns. One column should be labeled "Making Connections" and the other should be labeled "Words Around the World." Tell students to read all the questions before starting to answer them. Then have students answer as much as they can without referring to the text. Tell them to take notes under the appropriate headings on their papers. Then have them go back to the text for reference or to check their answers.

Extension

Have volunteers use their notes to give a one-minute presentation that tells why it is important for people to speak more than one language. Students can prepare for their presentations by giving them to another student. As students practice, circulate and listen to the presenters. Model making useful comments, such as *You need to speak more slowly* or *You need to speak a little louder.*

Vocabulary Development

Greek and Latin Root Words

A **root** is the basic part of a word. Many roots come from Greek or Latin. A root carries a specific meaning. Recognizing the root of a word and its meaning can help you understand the meaning of a new word.

The chart below lists some common **Greek** and **Latin roots**, their meanings, and English words based on those roots. Note any changes in spelling, such as in *scrib* and *description*.

Build Your Knowledge

Greek and Latin prefixes and suffixes (word parts added to the beginnings and ends of words) can also be found in the words in the chart. For example, *ion* is a Latin suffix that turns a verb into a noun. *Tele* is a Greek prefix that means "far off."

	Root	Meaning	English Words
Latin root words	scrib	to write	description, transcribe
	gress	to walk	progress, digress
Greek root words	geo	earth	geometry, geography
	phone	sound, voice	telephone, phonetics

1. Underline the root in each of the following words. Then, using a dictionary, write the definition of the word.

Root	Definition
a. digress	to move away from the main point
b. prescribe	
c. geology	
d. symphony	

2. Write a sentence for each of the words in the chart. Read your sentences to a partner.

When I give a speech, I try not to digress from the main topic.

Checkpoint

1. "Attract" and "contract" share a Latin root that means "to pull or draw." Can you guess the root word?
2. Using a dictionary, define the word **contract**. How does the word **relate** to its Latin root?

Vocabulary Log | Workbook page 40 | Independent Practice CD-ROM/Online

Language Transfer and Interference

Use appropriate intonation Not all languages have the same intonation pattern for yes/no questions. ***Say:*** *English speakers often make their voices rise at the end of a sentence. The sound of their voice gets higher. This shows that they are asking a question.* Model questions such as *What is your favorite book? Do you speak more than one language?* Have students repeat the questions with correct intonation.

Build background Explain that in Spanish and French, all nouns have a gender. Some examples are the words in French and Spanish for *dog*, which are both masculine: *le chien* in French and *el perro* in Spanish. In English, all nouns use the article *the* regardless of gender. Explain that in Chinese, there are no plurals. So to a Chinese speaker both *one language* and *nine language* is the same. Have students research other linguistic facts.

Vocabulary Development

Instructional Routine for Vocabulary page Txxx

Latin and Greek Root Words

Understand derived roots and affixes Explain that Greek and Latin are languages. Many English, Spanish, French, and Italian words have Greek and Latin roots. A root is the most basic part of a word. For example, the root *bene* means *well.* From it we get *benefit* in English and *bien* in French. Tell students that prefixes or suffixes are added to root words form a new word with a new meaning. Point out *export.* ***Say:*** *In* export, port *is the root word that means* carry. *Ex- is a prefix that means "out of" or "from." Export means* carry *or* take out *(of a country).*

Reading Fluency

Reading Words in Chunks Vocabulary Development, first paragraph

Vocabulary Development Answers

1. b. prescribe [scribe]: (of a doctor) to write an order (prescription) for medication
   c. geology [geo]: the scientific study of the earth through its rocks, soil, etc.
   d. symphony [phone]: a long and complex musical composition to be per-formed by an orchestra, usually in four parts; an orchestra that plays symphonies
2. Answers will vary.

Checkpoint Answers

1. The root word is *tract*
2. Contract means an agreement; it is usually written and signed by those making it. Contracts are drawn, or pulled together to include a variety of points or expectations.

Grammar

Subject-Verb Agreement in the Simple Present Tense

Instructional Routine for Grammar
page Txxxii

- **Teach** Write on the board *Students read books.* ***Say:*** Students *is the subject. It is who the sentence is about. It is plural. A plural subject in the simple present tense does not usually take a verb that ends in "s."* Write *The father ___ to his son.* Have volunteers identify the subject as singular or plural. (singular) ***Ask:*** *If the verb is* speak, *then would it take the singular or plural form?* (singular) *The singular form of* speak *is* speaks. Substitute this verb and read the sentence aloud.
- **Apply** On the board, write the sentence *Miss Bell helps Panchito with his work.* Have students work in pairs to identify the subject (Miss Bell) and verb (helps). Then have them label the sentence as singular or plural in subject and verb. (singular)
- **Practice** Have students compare their answers. Go over the answers and remind students to ask questions about any answer they do not understand.
- **Extend** Have students write original sentences about content from one of the stories using the simple present tense. Have volunteers read a sentence aloud while another volunteer identifies the subject and verb and labels the sentence as singular or plural.

Practice the Grammar Answers

Panchito's classmates work on their assignments. (plural)
The teacher hands the paper to Panchito. (singular)
Students try to do well in their classes.(plural)
4. Panchito proudly shows his essay to his mother. (singular)
Miss Bell guesses that the story about Trampita is true. (singular, singular)

Use the Grammar Independently Answers
Answers will vary.

Grammar

Subject-Verb Agreement in the Simple Present Tense

Use the singular form of a noun to indicate one subject. Use the plural form of a noun to indicate more than one subject.

Subjects and verbs need to agree in number. If a subject is singular, its verb in the present tense will usually end with an **-s**. If the subject is *I, you, we, they,* or plural, its verb usually does not have an **-s** on the end.

Notes

- When the verb ends in **-ss, -sh, -ch, -x,** or **-z:** Add **-es** for the singular.
  misses, brushes, searches, mixes, buzzes
- When the verb ends in consonant + **y:** Change **y** to **i** and add **-es** for the singular.
  study → studies

Subject-Verb Agreement

	Subject	Verb
Singular Subject	The student	sits.
Plural Subject	The students	sit.

Practice the Grammar For each of the following sentences, underline the subject and the verb. Then label each subject as **singular** or **plural**.

Languages change every day all over the world. plural

1. Panchito's classmates work on their assignments.
2. The teacher hands the paper to Panchito.
3. The students try to do well in their classes.
4. Panchito proudly shows his essay to his mother.
5. Miss Bell guesses that the story about Trampita is true.

Use the Grammar Independently Answer the questions. Make sure the nouns and verbs in your answers agree in number.

1. What do you do to get ready for school in the morning?
2. What do your teachers do in class?
3. What do your classmates and you do after school?
4. What does your friend do at dinner time?

Differentiated Instruction • Grammar

Scaffolding

Review the subject-verb agreement chart on page 30. Remind students that subjects and verb must agree in number. A singular subject gets a singular verb. It usually ends in *s*. A plural subject gets a plural verb. It usually does not end in *s*. Write *The dog barks at the moon.* Underline the singular noun *dog* and the present tense verb *barks*.

Extension

Have students write sentences in the simple present tense using the words on the chart on page 30. Have students underline the subject once and the verb twice. Each set of words will be used in two sentences because students must write them with both singular and plural subjects and verbs.

Use the simple present tense to talk about things that are generally true or happen often. Notice the subject-verb agreement in the sentences below.

subject verb
Generally or always true: The **sun** always **rises** in the east.

subject verb
Happens often: **Motorcycle riders** **wear** safety helmets to protect their heads.

Build Your Knowledge

Some verbs are often misused because they have similar meanings and forms. These include *lie / lay, sit / set,* and *rise / raise.* See page 443 for definitions and sample sentences.

Practice the Grammar Choose the correct present tense verb in each of the following sentences.

1. Words from other languages (moves / move) from one place to another.
2. Speakers often (mix / mixes) foreign words into English.
3. Business words (travel / travels) from language to language in a global community.
4. The word *umbrella* (come / comes) from Italy.
5. Speakers (access / accesses) their native language by using the Internet.
6. When people stop using languages, the languages (disappears / disappear).
7. In many countries people (speak / speaks) more than one language.
8. In the United States, we (talk / talks) about international foods with the original words from other languages.

Grammar Expansion

Compound Subjects and Modified Subjects; *Yes/No* Questions and Negative Statements in the Simple Present Tense


Workbook pages 43–44


Independent Practice CD-ROM/Online

Use the Grammar Independently Write a paragraph about the readings. Use the sentence below as the first sentence of your paragraph. Use subjects and verbs in the present tense. Check your work, and make corrections when you finish.

In "Making Connections," Panchito uses his own experiences to write an essay for his class.

Checkpoint

1. What is the simple present form of the verb **marry** if the subject is **she**?
2. What is the simple present form of the verb **possess** if the subject is **they**?


Workbook pages 41–42


Independent Practice CD-ROM/Online

Listening and Speaking Strategies

Teacher modeling Some students may have difficulty understanding that when a singular subject agrees with a singular verb, the verb ends in *s*. Students may be confused because many nouns become plural when an *s* is added to the end (for example: girl, girls; apple, apples). Make a **Two-Column Chart** on the board with the headings *Singular Subject* and *Singular Verb*. Brainstorm a list of examples for both and have students repeat the words as you say them.

Home Connection

Independent application Have students choose someone from their home and observe what they do in a day. Ask them to write ten sentences about that person using simple present tense. Tell them that five of the sentences should be about what they do on their own, and five should be about something they do with someone else, This way, students will have opportunities to practice both singular and plural subjects and verbs.

Grammar (cont.)

Subject-Verb Agreement in the Simple Present Tense

- **Teach** Use the sentences on page 31 to explain the present tense.
- **Spelling** Remind students that a singular subject usually agrees with a verb that ends in *s*. A subject that is plural agrees with a verb that usually does not end in *s*.
- **Clarify** Write the sentence *The questions on the test are very difficult.* Point out that *questions* is the subject and that it is a plural subject that needs a plural verb (are). Tell students to be sure they have found the simple, or one-word, subject when they check subject-verb agreement.
- **Practice** Have students point out the subject in each of the *Practice the Grammar* sentences and label the subjects singular or plural.

Practice the Grammar Answers
1. move
2. mix
3. travel
4. comes
5. access
6. disappear
7. speak
8. talk

Use the Grammar Independently Answers
Answers will vary.

Grammar Expansion

Students will learn more about grammar including compound subjects and modified subjects; *yes/no* questions and negative statements in the simple present tense in the Workbook on pages 43–44.

Checkpoint Answers
1. marries; 2. possess

Writing Assignment

Personal Narrative

Instructional Routine for Writing page Txxxvi

Teacher Resource: Rubrics: Rubric for Writing Assessment

Milestones Handbook pages 429–469

Preteach

About Autobiographical Short Stories

- **Vocabulary review** Review with students that an autobiographical short story is a true story from the writer's life.
- **Grammar review** Review subject-verb agreement in the simple present tense, and remind students that they may use it in their autobiographical short stories to describe events as if they were actually happening at the moment of writing.

Writing Prompt

Read the Writing Prompt to students. To be sure they understand the prompt, ask volunteers to restate the prompt in their own words.

Write your personal narrative

Review terms Review the features of a short story: *characters, conflict, plot,* and *description.* Remind students that an autobiographical short story is a fiction story based on true events. The story must be written in the first person because the events happen to the main character.

Read the student model

Analyze the writing model Explain to students that "My Brother and Me" is a model, or example, of how a student autobiographical short story might look. Help students identify the narrator, the main character, the conflict, and examples of description.

Writing Fluency

Reading Student Model

Writing Assignment

Write a Personal Narrative

In an **autobiographical short story,** a writer tells a story about a personal experience. The story may include other characters and description. The story may tell the events from beginning to end. The writer usually uses first-person narration because the events happened to him or her.

Writing Prompt

In "Making Connections," Panchito learned a lot about himself. Write a paragraph that tells the story of a time when you learned something about yourself. Tell the events in order. Then describe what you learned about yourself. Include the use of the simple present tense to make the story active.

Write Your Personal Narrative

1. **Read the student model.** In this model, a student tells the story about how he learned to be a good brother. Look for features of an autobiographical short story. For example, notice the characters, the description, and the first-person narration.

Student Model

Writing Cues: Sequence of Events

- First . . .
- Then . . .
- Later . . .
- Finally . . .
- When it was all over . . .
- At last . . .

My Brother and Me

I have a little brother, Ben, who is six years old. I like to teach him new things, like how to ride a bike or how to play a game. One day, Ben helped me to be a better brother. We were in the park, and Ben wanted to climb a tree. We found a good one, and Ben reached up to the first branches. He climbed up, and then he put out his hand for the next branch. Then he started to fall. I caught him before he fell too far. After I put him on the ground, he smiled at me and said, "Thank you! Maybe I shouldn't climb trees anymore." He was right. I learned that day that a good brother does not let a little guy do things he can't do. So sometimes, I say no to Ben. I tell him that he can do more things when he gets bigger. He taught me to watch out for him, and I am a better big brother now.

Workbook page 45

Differentiated Instruction • Writing Assignment

Scaffolding

Provide sentence starters for students to use when they begin prewriting. These may include: *I once ___ with ___. The first thing that happened was ___. Then ___. At last ___. One thing I learned was ___.* Guide students in writing a beginning, middle, and end of a story. The beginning should contain the characters and setting; the middle should tell what happened using details, dialogue, and description; the end should tell how the narrator feels and what he or she learned.

Extension

After students have completed a first draft, have them set aside their writing. Tell them to look at examples of autobiographical short stories in the first person in books and magazines. Discuss the techniques authors used to introduce these narratives. Then ask students to return to their drafts and revise their opening paragraphs.

2. **Prewrite.**
   a. Create a list of people, places, and events that taught you something about yourself. Or, use the word web on page 5 to explore topics for writing.
   b. Explore your topic. Once you have an idea, list the events in order. Be sure to place them in the correct order.
3. **Write your short story.**
   a. Include details to interest the reader.
   b. Tell the reader what you learned about yourself.
   c. Use the **Writing Cues** to tell the events from beginning to end.
4. **Revise.** Reread your short story. Revise your story if any ideas are not clear or complete.
   Use the **editing and proofreading symbols** on page 455 to mark any changes you want to make.
5. **Edit.** Use the **Writing Checklist** to help you find problems and errors.
6. **Read your short story to the class.**

Writing Checklist

1. I revised and edited my work for better organization, grammar, and spelling.
2. I listed all events in my story in order.
3. I included vivid details.
4. I spelled correctly any words with Latin and Greek roots, prefixes and suffixes.
5. I used correct subject-verb agreement, the present tense, and first-person point of view.

Writing Support

Grammar

Capitalization of Proper Nouns and Adjectives

All **proper nouns** need to be capitalized. Proper nouns and adjectives include the names of people, like *Panchito* and *Trampita*, and places, such as *California* and *London*. Some proper nouns, like *January* and *Thursday*, describe time. Some, like *Americans* or *English*, refer to nationality or languages. Names of academic courses are also proper nouns.

Names	Places	Times	People/Languages	Courses
Ben	Victory Park	April	French	English Language Arts
Miss Bell	March School	Thursday	Austrian	Algebra 1
Mamá	Mexico	January	Chinese	American History

Apply Read your autobiographical short story. Do you see any proper nouns that need to be capitalized? Correct any errors in capitalization.

Arts Connection

Illustrate a scene Have students illustrate a scene from their story. The illustration should accurately show what they describe and may give added details. Students can design by hand or use a computer program, photos, or any medium they wish to create an illustration that connects to their writing.

Writing Strategies

Use dialogue Point out that part of writing a good story is writing dialogue that sounds natural for the characters. ***Say:*** *Let us walk to Joe's home. Let's go to Joe's. Which sounds more natural for someone your age?* Have students work in pairs to check the dialogue in each other's stories to be sure the dialogue sounds natural. Tell them that reading the dialogue aloud will help them determine if it sounds right or not.

Writing Assignment (cont.)

Prewrite

Narrow the topic Have students think of things they can learn about themselves, such as how they feel about family, skills they have, or what kind of friend they can be. Then have students think of a time or event that relates specifically to one of these things.

Write your short story

Provide details Remind students to use descriptions that give clear details that are specific and relevant to the story. Ask them to read their descriptions to a partner, and then have their partners describe what kinds of images they get as they hear the story. If their partner does not get a clear idea of what the author is trying to describe, have them make a note of it for revision.

Revise

Edit and revise to clarify meaning Tell students that one way to revise is to add information to make a sentence more clear. Have students share their paragraphs with others and discuss any information that can be added. Remind students to use the editing and proofreading symbols to mark their changes. Then have students revise their paragraphs.

Edit

Preteach ***Say:*** Revise *means* to look over something and correct or improve. Edit *means to* revise, correct, and prepare for the final writing.

Extend

Read your paragraph to the class

Ask questions to elicit information After each student has read his or her story, have students ask questions to clarify meaning or to ask for more information.

Writing Support

Use correct capitalization Remind students that names of people, places, and things are proper nouns and start with a capital letter. Have students think about proper nouns they use every day, such as their own names, the name of their school, or street names. Help students identify proper nouns in their writing. Make sure that they are properly capitalized.

Unit 1 • Chapter 1
Check Your Progress

Milestones Tracker

Teacher Resources: *ExamView®*

Progress Check

The **Progress Check** is the post-assessment of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings
anxious: worried, nervously fearful; *approach*: to move near or toward; *exhausted*: extremely tired; *pace*: the speed or tempo of an activity; *reputation*: an opinion about the quality of something; *rupture*: to burst or break open so that something comes out of its original container; *export*: to ship from one country to another; *global*: worldwide or relating to all the world; *template*: a guide with codes and symbols

Academic Vocabulary
relate: to connect with; *summarize*: to make a summary, or a brief account, of a reading; *analyze*: to examine something to understand what it is and means, or to study; *predict*: to say what will happen in the future

Reading Strategy
Relate your own experiences to a reading means you can make a connection between a character's experiences and your own.
Answers will vary.

Text Genre
autobiographical short story; informational text: magazine article

Reading Comprehension
"Making Connections" is about a boy who learns how to connect with literature (and language) by reading for enjoyment. "Words Around the World" is about the presence of loanwords in the English language.

Literary Element
A first-person narrative is when a character acts as the narrator of a story and uses *I* or *we* to narrate the story. "Making Connections" is a first-person narrative.

Spelling
Review commonly confused pronouns: *your/you're* (second person possessive pronoun and "you are" contracted) and *its/it's* (third person neutral possessive pronoun and "it is" contracted).

Writing Conventions
Use quotation marks to call out words in a text when they explain abbreviations or when the text is discussing the word specifically.

Listening and Speaking
Phrases showing support include:
I agree with you.
That's an interesting point.
I had that response too.
Here's an example for you to consider.
That's a great idea.

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **anxious**, **approach**, **exhausted**, **pace**, **reputation**, **rupture**	6
	• **export**, **global**, **template**	20
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **relate**, **summarize**	7
	• **analyze**, **predict**	18
Reading Strategy	What does it mean to **relate** your own experiences to a reading? Can you provide an example of a character or moment in the readings that you can **relate** to?	7
Text Genre	What is the text genre of "Making Connections"?	8
	What is the text genre of "Words Around the World"?	21
Reading Comprehension	What is "Making Connections" about?	19
	What is "Words Around the World" about?	27
Literary Element	What is a **first-person narrative**?	19
Spelling	Explain when to use *your/you're* and *its/it's*.	27
Writing Conventions	When do you use quotation marks to refer to a word?	27
Listening and Speaking	**Phrases for Conversation** What phrases can you use to express agreement with a speaker during a discussion?	28
Vocabulary Development	What is a **root**? Can you give examples of words with a **root** of **scrib** or **geo**?	29
Grammar	What does it mean when a **subject** and **verb** agree?	30
Writing Support: Grammar	What is a **proper noun**? Can you write three sentences that include a **proper noun** in each?	33

Vocabulary Development
A root is the most basic part of a word. A root carries a specific meaning, but in most cases, it cannot stand alone as a word. Words with the roots *scrib* and *geo* include describe and geography.

Grammar
When a subject and verb agree, the verb changes depending on the number of the subject.

Writing Support:Grammar
Proper nouns are specialized kinds of nouns, including the names of people and specific places. Answers will vary.

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

The Language on the Field

1 The baseball season is just starting, and a new player comes late to our first practice. "This is Max," Coach Chin says. "He's a catcher with a great reputation." We need a new catcher because Jaime, our old catcher, moved away. I'm the team's pitcher, and I was anxious to know who the new catcher would be.

2 At the next practice, Max asks me, "Do you know the sign for *strike*?" I say that I don't know any signs. Max explains that each pitch has its own sign. If he holds up one, two, or three fingers, I know what kind of pitch I should throw. Max also tells us that there are signs for the batters, too. Coach Chin will be able to tell us without using words how he wants us to hit the ball.

3 Coach Chin says he likes the idea of using signs, so Max teaches the team what the different signs mean. At the end of our first game, the other team wants to know what our secret signs mean. Thanks to Max, I'm learning a new language. And our team will be the best in the league!

1 **What does the word reputation mean in the following sentence?**

> "He's a catcher with a great reputation."

- **A** nervous
- **B** speed
- **C** what everyone knows about you
- **D** chance

2 **What part of the passage can all students relate to?**

- **A** winning a championship
- **B** learning sign language
- **C** playing baseball
- **D** learning something new

3 **Which sentence shows that this is a first-person narrative?**

- **A** Thanks to Max, I'm learning a new language.
- **B** "This is Max," Coach Chin says.
- **C** Coach Chin says he likes the idea of using signs, so Max teaches the team what the different signs mean.
- **D** Max explains that each pitch has its own sign.

4 **What is the text genre of this passage?**

- **A** autobiographical short story
- **B** historical fiction
- **C** poem
- **D** informational text

Writing on Demand: Autobiographical Short Story

Write an autobiographical short story about learning a new language or skill. Tell how you feel as you learn it and after you learn it. Include important settings, characters, and a problem/solution if possible. **(20 minutes)**

Writing Tip

Remember to use first-person narrative (*I* and *we*) when you tell an autobiographical short story.

Study Skill

Classroom discussion Remind students that they should not be afraid to express their opinions in class. It is OK if people disagree. Remind them, however, that disagreements must be polite and respectful. Students should listen carefully to what others are saying. They should decide whether they agree or disagree with the speaker. They can take notes about points they wish to question or discuss. They can take notes about points they wish to question or discussion. It is a good idea to have two volunteers sum up the main points of each side of the discussion at the end of the discussion. Allow time for other students to add details or correct gaps in the summaries.

Unit 1 • Chapter 1 Check Your Progress

- **Assessment Book:** Unit 1, Chapter 1 Quiz
- **Teacher Resources:** *ExamView®*: Unit 1, Chapter 1 Quiz
- **Milestones Tracker:** Unit 1, Chapter 1 Quiz
- **Work Book:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies

Remind students to read all the possible answers to a multiple choice question before choosing an answer. Students should eliminate answers they know are incorrect and choose the one that makes the most sense from the answers that remain.

Answers

1. C
2. D
3. A
4. A

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret the writing prompt** Remind students to look for the important words in the writing prompt. Important words tell about the topic and the style of the essay. ***Ask:*** *Which words tell what you should write?* (autobiographical short story) *Which words tell what the subject should be?* (about learning a new language or skill) ***Say:*** *Check the prompt as you write to make sure you are not forgetting anything. Look at the writing tip next to the prompt. It reminds you to use first-person (I or we).*
- **Organize quickly** **Use details in writing** Remind students to use details that help describe what they are writing about. Review the information in Writing Tip about first-person narration.
- **Revise** ***Say:*** *Look back at the prompt and make sure that you have included everything the prompt asks for. Add any other details when you revise.*
- **Edit** Remind students to make sure that every sentence starts with a capital letter and ends with a period, question mark, or exclamation point.

Reading Fluency

Use Punctuation and Type Cues "The Language on the Field," paragraphs 1–3

Objectives

Reading Strategies

Understand text features ***Say:*** *Let's look at this textbook. What kinds of features do you see?* (headings, pictures, labels, diagrams, definitions) *Textbooks are informational. They are set up to give you information in an easy format.*

Listening and Speaking

The characteristics of poetry ***Say:*** *A poem is sometimes written in verse. Poems may have a rhyming pattern at the end of lines. You will learn to recite poetry. This means you will read it aloud or speak it from memory.*

Grammar

Correctly use pronouns Write the following on the board. *Max and Maria are twins. He and she are always in trouble.* Underline the nouns *Max* and *Maria* and the pronouns *he* and *she.* ***Say:*** *Max is male and so the pronoun is* he. *Maria is female and so the pronoun is* she. *You could also say* They are always in trouble. *Since Max and Maria are two people, you use the plural pronoun* they, *which is plural.* ***Say:*** *In this chapter, you will study noun-pronoun agreement.*

Writing

Write your own poem ***Say:*** *You will read a poem called "The Mosaic of English." It is about language. You will use this as a model to write a poem of your own.*

Pre-Assessment

Identify the characteristics of poetry ***Ask:*** *How do you know when you are reading a poem?* ***Say:*** *Most poems have special features that make this type of writing unique.*

Pre-Assessment

Select items from the **Assessment Program** or the **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

Making connections Discuss other languages that students may know. Ask if any of those languages have words similar to words in English. Discuss how that helps them to understand English better.

Chapter Focus Question Sample Answer
The presence of other languages in English helps people to make connections between languages. Often, words of one language apply to other languages as well.

About the Reading

Interpret the image ***Ask:*** *What is happening in this picture?* (A man is writing a math formula.) *Why do you think this picture is here?* (The first reading is called "Mathematically Speaking.")

CHAPTER 2

Objectives

Reading Strategies
Recognize textbook features; Read in sentences

Listening and Speaking
Recite a poem

Grammar
Learn noun-pronoun agreement; Learn the simple past tense

Writing
Write a poem about something important to you

Academic Vocabulary

consist	comprehend
restate	context
define	

Academic Content

Fractions and the language of mathematics

Foreign words used in English

Chapter Focus Question

How do we use other languages to help us learn English?

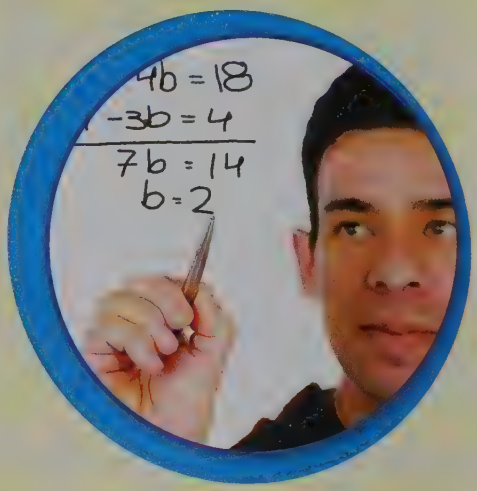
Reading 1 **Content:** Math
Math textbook
Mathematically Speaking

Reading 2 **Literature**
Poetry
The Mosaic of English
by Jennifer Trujillo

Mathematically Speaking

About the Reading

In the United States, Egypt, Spain, and everywhere els adding one and one will always equal two. This is why ma is a universal language that the whole world can speak.



Differentiated Instruction • Use Prior Knowledge

Scaffolding

Have students think about how often they use mathematics in their daily lives. To prompt them, remind them that when they set the table they match the number of dishes with the number of people sitting at the table. When they cross the street, they estimate the distance between people so that no one bumps into anyone. Have students share other instances of times they used math.

Extension

Have students discuss how mathematics is a universal "language." This means it can be understood by people everywhere, even if they do not speak the same languages. Ask them to think of situations that involve math (adding up the cost of groceries, calculating change, or telling time). Ask students to use the library, magazines, or Web sites to find photos or illustrations of people using everyday math around the world.

Before Reading 1

Build Background

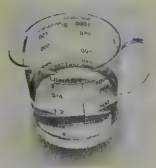
The Language of Fractions

A **fraction** is a part of a whole. When you eat one slice of a whole pie, you are eating a **fraction** of it. When you walk halfway to school in the morning, you are walking a **fraction** of the whole distance. Whether you write the words **one half** or the numbers **50%** or **1/2**, it represents the same fraction: **half**.

Write out the fractions for each of the following examples.



= _____



= _____

Use Prior Knowledge

Match Signs and Symbols

Math is made up of signs and symbols that are used in the same way in many countries around the world. Can you match the math symbols below to their meanings on the right?

1. +	a. **division** sign
2. =	b. **greater than** sign
3. –	c. **multiplication** sign
4. ÷	d. **subtraction** sign
5. x	e. **equal** sign
6. >	f. **addition** sign

Now write an equation that uses at least three of these math signs.

Math Connection

Explain that there are many different styles of poetry. One is called *haiku*. Ask students if any of them know what haiku is. Explain that haiku is traditional Japanese poetry composed of three lines. The lines have a specific number of syllables: five, seven, and five. Show students examples of haiku and then have them create their own.

Cultural Connection

Build background Tell students that everyone around the world calculates. However, people in different countries have developed different means of calculation. Have students research the abacus which originated in Asia, and the slide rule which was created by an English mathematician.

Unit 1 • Chapter 2 Before Reading 1

Build Background

The Language of Fractions

Review Write the following on the board: 1/2, 3/4, 5/8. ***Ask:*** *What are these?* (fractions). *What do fractions represent?* (parts of a whole number). Draw a circle on the board and divide it into quarters by drawing two lines through the middle, vertically and horizontally. Shade in one quarter. ***Ask:*** *Which segment shows 3/4?* (the unshaded portion).

Use prior knowledge Have students think about doing measurements. ***Ask:*** *Does anyone cook? How do you measure ingredients?* (measuring cup, measuring spoons). ***Say:*** *Ingredient lists may ask for a half-cup or a quarter teaspoon. These measurements are in fractions.*

Reading Fluency

Reading Words in Chunks Build Background, first paragraph

Use Prior Knowledge

Match Signs and Symbols

Identify signs and symbols Have students identify each of the math symbols on page 37. ***Say:*** *An equation is a math statement that uses an equal sign. An equation is equal on both sides of the equal sign.* Give students an example of a simple equation such as 2 + 3 = 1 + 4.

Use Prior Knowledge Answers

1. f 2. e 3. d 4. a 5. c 6. b

Answers will vary. Sample: *(2 × 3) = 4 + 2*

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Web, Two-Column Chart, Vocabulary Log

Word Connections
concept *(approach, impression, consideration, supposition, theory)*
equation *(formula, method, theorem, procedure)*
equivalent *(comparable, interchangeable, parallel, proportionate, synonymous)*
notation *(figures, memo, representation, symbols, system)*
universal *(worldwide, catholic, unrestricted, omnipresent, multinational)*
Have students use **Word Webs** to understand Word Connections.

Graphic organizers Have students use **Two-Column Charts** to understand Key Vocabulary. Have them write the vocabulary words in the left column. In the right column, tell them to write a sentence that uses the word in a way which shows they understand its meaning.

Vocabulary
Vocabulary strategies Help students familiarize themselves with the vocabulary by using them in context. First, review each word and its meaning. Give an example sentence to accompany each word. For example, *The plus sign is the ___ symbol for addition* (universal). Give examples for each word.
Vocabulary development Assign each student one word to teach to the class. Students should present the word with their own explanation or definition.
Extend Have students use these Key Vocabulary words to come up with their own sentences.

Learn Vocabulary Answers
concept (a general idea that usually includes other related ideas); equation (a mathematical statement that two amounts are equal); equivalent (equal; the same); notation (a set of symbols used to represent musical notes, numbers, etc.); universal (found or practiced everywhere)

Practice Vocabulary Answers
1. e, 2. a, 3. a, 4. c, 5. b

Use Vocabulary Independently Sample Answer
Answers will vary.

Checkpoint Answers
1. Answers will vary. Sample answer: A concept is an idea that takes other ideas into account
2. Equivalent

Before Reading 1

Key Vocabulary
concept
equation
equivalent
notation
universal

Vocabulary From the Reading
Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted** word. Think about the context. Use the context to determine the meaning of the word.

1. Mr. Ortiz taught us about fractions with pieces of pie. It was a **concept** I could understand.
2. Addition and subtraction problems are the first kinds of math **equations** that you learn in school.
3. One mile and 1.61 kilometers are **equivalent**. Each distance is the same.
4. In math, x is a **notation** that means multiplication.
5. Math is called the **universal** language because it is used in the same way all around the world.

Practice Vocabulary Match the Key Vocabulary word on the left to its definition on the right.

1. **equation**	a. found or practiced everywhere
2. **concept**	b. a set of symbols used to represent musical notes, numbers
3. **universal**	c. equal, the same
4. **equivalent**	d. mathematical statement that two amounts are equal
5. **notation**	e. general idea that usually includes other related ideas

Use Vocabulary Independently Write a paragraph that includes each Key Vocabulary word. Share your work with a partner.

Checkpoint
1. In your own words, describe what a **concept** is.
2. What is the opposite of unequal?

Vocabulary Log | Workbook page 49 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

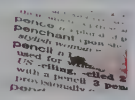
Scaffolding
Have students replace the underlined words with Key Vocabulary.

Einstein's $e = mc^2$ is an interesting theory. His formula changed the way people thought about time and space. Some people felt it was the parallel of a great work of art. His figures made sense and had worldwide appeal (concept, equation, equivalent, notations, universal).

Extension
Have students create vocabulary word flash cards with index cards. Have them quiz each other in pairs in two ways. In the first round, have them give the definitions and ask for the word. In the second round, have them give the word and ask for the definitions.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
consist *verb*	to be made up of; to be composed of	The cake **consists** of flour, eggs, butter, and milk.	
restate *verb*	to say something in a new way	The student tried to **restate** her answer so the teacher could understand her.	
define *verb*	to give the meaning of	The students **define** new words using a dictionary.	

Draw a picture and write a sentence for each word.

Reading Strategy

Recognize Textbook Features

Textbook pages **consist** of special features such as goal lists, charts, diagrams, headings, and subheadings that help readers to understand new material. When you analyze these features, you can learn new information faster and easier.

As you read "Mathematically Speaking," look for special features.

1. Analyze any headings or subheadings you see. How are they similar to each other?
2. As you read, **restate** the information to help you understand. Did the textbook features help you to understand? Explain.

Use the chart below to note textbook features as you read. **Define** each feature in your own words. Explain how each feature helps a reader learn new material. After you read, you will complete the chart.

Feature	What does it look like?	How does it help me?

Checkpoint

1. Identify one textbook feature on this page and **restate** why it is helpful.
2. **Define** the word **consist**.

Vocabulary Log | Workbook page 50 | Independent Practice CD-ROM/Online

Math Connection

Identify word relationships Create flash cards of the vocabulary words and other words that are related to their root words. Have students shuffle the cards and then divide them among groups of four players. To begin, a player puts down any card. Then everyone else puts down any cards that are part of the same word family. The first person to put a card down after the first card is played starts the next round. The person who gets rid of all their cards first wins.

Listening and Speaking Strategies

Spelling The key vocabulary words are technical and can be difficult to spell. Give students an opportunity to learn the spellings of the words. Then tell them they will have a quiz. Say each word slowly, enunciating the syllables. Then have students write the word on blank sheets of paper. Tell students to look at you as you say each word. It will help them to remember the spelling if they look and listen closely.

Unit 1 • Chapter 2 Before Reading 1

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic organizers: Word Web, Word Squares, Vocabulary Log

Word Connections

consist *(contain, comprise, embody, incorporate)*
restate *(render, rephrase, reword, summarize)*
define *(characterize, determine, explain, prescribe)*

Have students work in pairs to create a **Word Web** for each academic word.

- **Graphic organizers** Have students work in pairs to create **Word Squares** for each academic word. Have them write the word in the top left. Then they should write the definition at the top right. Have them write a sentence with the word in the bottom left. They should put a symbol or illustration of the word in the bottom right.
- **Guided practice** Read the first word and the definition from the chart on page 39. ***Say:*** Consist *means made up of.* ***Ask:*** *What does any language consist of?* (words, expressions, gestures) ***Say:*** *To* restate *means* to say something again. *This is a good word to use when you do not understand something in a classroom.* Define *means* to explain the meaning of something. *This is another good classroom word.* ***Ask:*** *Can anyone define the word* formula*?*

Reading Strategy

Recognizing Textbook Features

Preteach ***Say:*** *Textbooks have features that help students understand the material. Look at page 39.* Point out a heading. ***Say:*** *These are large and in bold type.* Point to a subheading. ***Say:*** *These are usually a bit smaller than the headings. Textbooks also have outlines, charts, and diagrams. These come in a variety of forms. Outlines can be numbered lists or bulleted points. Charts, like the one in the Text Genre section, are organized lists. Diagrams are drawings with labels to explain their information.*

Reading Fluency

Paired Reading Reading Strategy

Checkpoint Answers

1. Answers may vary. Sample answer: Vocabulary charts help students understand individual words through visuals and sample sentences as well as explanations.
2. Consist means be made up of.

Text Genre

Textbook

- **Interpret the image** Ask students to describe what they see in the textbook the student is looking at in the picture. (maps, charts) ***Ask:*** *How are your reading and math textbooks different?* (They have different information; math textbooks contain formulas, reading textbooks have stories and poems.) *How are your reading and math textbooks the same?* (They both have headings and charts.)
- **Examine features** Explain that textbooks have titles, information about the authors, publisher information, pictures, and are organized by subject. Have students flip through their textbooks to find other features such as units, chapters and page numbers, questions, etc.

Reading Focus Questions

Preview Explain that students should think about the Reading Focus Questions as they read "Mathematically Speaking." They will revisit the questions after reading the selection.

Reading Focus Questions Answers

1. Students' textbooks should have more or less the same features. Answers will vary.
2. Answers will vary. Sample answer: Visual aids help us to understand a lesson by showing a picture of the concepts

Text Genre

Textbook

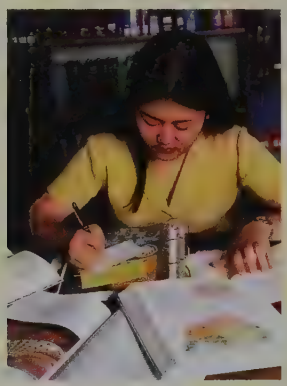
"Mathematically Speaking" comes from a math textbook. A **textbook** is used in courses to study a specific subject. Look for these features as you read "Mathematically Speaking." What other textbooks do you use that share these same features?

Textbook	
facts	information such as dates, events, and numbers
lessons	information to be learned with activities
visual aids	pictures, drawings, and charts to help you understand what you are reading

Reading Focus Questions

As you read, think about these questions.

1. Do the textbooks you use have features like the ones in this textbook? Which features are used in your textbooks?
2. Look at the samples of textbooks from other countries. How important are visual aids, like photographs and charts, in those textbooks?



This student is using her history textbooks to study for an exam.

Workbook page 51
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Photocopy tables of contents from different textbooks. Pass them out to students to work on in small groups. Have students look at the tables of contents. Ask them to locate the types of information they will learn in that particular book. Have them determine what type of textbook each table of contents belongs to.

Extension

Have students flip through their textbooks. Ask them to find features of the textbooks such as headings, diagrams, labels, units, chapters, pictures, charts, and graphic organizers. Have students create a chart showing the type of textbooks and the features found in each. Have them see if some textbooks have features other textbooks do not.

Reading 1

Content
Math

SECTION 2

Fractions and Tree Diagrams
Mathematically Speaking

IN THIS SECTION **Exploration 1:** Comparing Fractions ○ **Exploration 2** Adding and Subtracting Fractions **Exploration 3:** Tree Diagrams and Probability

Setting the Stage

Sprechen Sie Deutsch? (Can you speak German?) Maybe not, but see how much you can understand of this page from a German mathematics book.

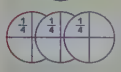
13.2. Der Bruch als Teil mehrerer Ganzen



1. Mutter hat 3 Pfannkuchen gebacken und in Viertel geteilt. Heike und Thomas dürfen sich jeder ¾ Pfannkuchen nehmen. Heike will sich von den obersten Kuchen ¾ abnehmen. Thomas kann es einfacher. Er nimmt sich 3 übereinanderliegende Viertel, von jedem Kuchen also ¼, das sind auch ¾ Pfannkuchen.



2. Der Bruch ¾ kann also auf zwei verschiedene Arten entstehen:



a. Ein Pfannkuchen wird in vier gleiche Teile geteilt. 3 Teile davon werden zu einem Bruch zusammengefaßt: ¾ Pfannkuchen.
b. Drei Pfannkuchen werden aufeinandergelegt und gevierteilt. Es liegen dann jeweils 3 Viertelstücke aufeinander, das sind: ¾ Pfannkuchen.

Think About It

1 What mathematics **concept** is presented in the German text? How do you know?

2 Tell a story that could go with the pictures.

Reading Strategy

Recognize Textbook Features Analyze the page. What features help organize the lesson in the German math textbook?

Reading Check

1. **Recall facts** Look at the subheading titled **In This Section.** What lesson is the reader going to learn on this page?
2. **Infer** How can you tell that the German lesson is about fractions?

Math Connection

Define and clarify Tell students that they are going to teach simple addition to very young students. Ask them to design and write a textbook page that easily explains the process. Remind them to use headings, diagrams, pictures, and any other features they feel are necessary to teach addition.

Writing Strategies

Making connections Because mathematics is a universal language, ESL students may excel in math more than other subjects that are based on language they do not understand. To help bridge this gap, have students write and work on math word problems. It will incorporate a concept they feel confident with and give them a chance to practice their language skills.

Read the Selection

CD 1, Track 4 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Preview headings** ***Say:*** *Look at page 41. The heading on the page is "Fractions and Tree Diagrams."* ***Ask:*** *What math concepts do you think we will be reading about in this section?* (fractions)
- **Teacher read aloud** Read the beginning of page 41 aloud as students follow along in their own text. Stop at the end of the English section.
- **Interpret the image** ***Ask:*** *Do you know what the rest of the text is about? If you can't read the text, how do you know what the textbook is trying to teach?* (I can understand the diagrams.)

Reading Fluency

CD Assisted Reading "Mathematically Speaking"

Reading Strategy

Recognize textbook features ***Say:*** *Look at the features on the German textbook page. Are they like the features in textbooks that you have looked at? What kinds of features do you see?*

Reading Strategy Sample Answer
Photography, illustrations, numbered paragraphs, and a heading organize the material.

Reading Check Answers
1. The lesson is about comparing fractions.
2. The images of the pancakes and pie charts show that the lesson is about fractions.

Read the Selection

Comparing Fractions

- **Use prior knowledge** Discuss what students know about fractions. Have them look at the circle diagrams. ***Say:*** *The first is divided into four parts. Each part is what fraction?* (a quarter). *The second diagram is divided into eight parts, or eighths. How many eighths is the equivalent of one quarter?* (two eighths)
- **Build background** Explain that math symbols and diagrams remain the same regardless of what language it is being taught in.
- **Choral Reading** Invite the class to read aloud with you.

Reading Strategy

Use the strategy Have students locate the "Goal" feature on page 42. Read the feature aloud as students follow along in their books. ***Say:*** *The goal is separated into two parts. They each have a bullet in front of them.* ***Ask:*** *What is the goal for this page?*

Reading Strategy Answer
Students will learn to 1) write fractions in their lowest terms and 2) compare fractions using least common

EXPLORATION 1 **COMPARING**

Fractions

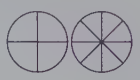
Reading Strategy

Recognize Textbook Features According to the Goal feature, what are the two lessons presented in this section? **Restate** the goals.

GOAL
LEARN HOW TO...
• write fractions in lowest terms • compare fractions using least common denominators
AS YOU... read a flow chart
KEY TERMS • equivalent fractions • lowest terms least common denominator

As you saw from the page of the German book, mathematical ideas can be communicated without language. Many of the same numerals, diagrams, and symbols are used in different countries. Students all over the world use >, <, and = to compare numbers.

3 Use the circle diagrams to compare the fractions. Replace each ? with >, <, or =.



a. $\frac{1}{4}$? $\frac{1}{8}$ **b.** $\frac{2}{4}$? $\frac{4}{8}$ **c.** $\frac{3}{4}$? $\frac{7}{8}$

Fractions that represent the same amount are **equivalent** fractions. To write a fraction in lowest terms, you need to find an **equivalent** fraction where the greatest **common factor** of the **numerator** and **denominator** is 1.

4 Which fractions in Question 3 are **equivalent** fractions? Are they in lowest terms? Explain.

5 Use this example from a German mathematics lesson.

a. Find the GCF of 36 and 84.
b. Is $\frac{36}{84}$ in lowest terms? How do you know?
c. Find the GCF of 3 and 7.
d. Is $\frac{3}{7}$ in lowest terms? How do you know?



Beispiel **means "example."**

common factor integer, or whole number, that divides two other numbers evenly
numerator number above the line in a common fraction
denominator number below the line in a common fraction

Differentiated Instruction • Reading Comprehension

Scaffolding

Some students may have difficulty with the math terms *common factor, numerator,* and *denominator* as these may have different names in their native languages. Review what each term means. A common factor is divisible into all the numbers in a given set. For example, 1 and 2 are common factors of 4 and 6. A numerator is the top part of a fraction, and the denominator is the bottom part of a fraction.

Extension

Have groups of students who speak different languages translate the math terms *common factor, numerator,* and *denominator* into their own languages. Ask them to create posters that show examples of each term along with the translations of the words into each of your classroom's languages.

6 Discussion Use the German example $\frac{36}{84} = \frac{3}{7}$.

a. Although fraction concepts are **universal**, sometimes a slightly different **notation** is used. Why do you think the number 12 is printed underneath the equals sign in the example?

b. How can the idea of greatest common factor be used to find an **equivalent** fraction in lowest terms?

7 CHECKPOINT Write each fraction in lowest terms.

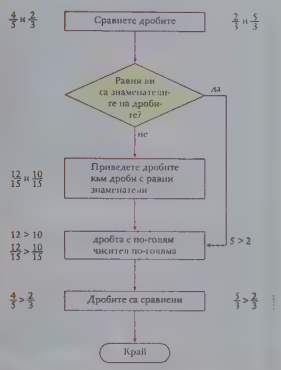
a. $\frac{10}{18}$ **b.** $\frac{12}{27}$

8 How can you use your answers to Question 7 to compare $\frac{10}{18}$ and $\frac{12}{27}$?

Question 7 ...checks that you can write a fraction in lowest terms.

Comparing Fractions The *flow chart* below appears in a Bulgarian mathematics book in a lesson about comparing fractions.

9 Try This as a Class Look at the examples shown along the left and right sides of the flow chart.



a. What do you think the question in the shaded box is asking?

b. For the example on the right, why do you think the third box of the flow chart is skipped? What do you think are the instructions in the third box?

c. Why are fifteenths used to compare the two fractions on the left side?

d. In the fourth box, what parts of the fractions are compared to find the greater fraction?

Reading Strategy

Recognize Textbook Features Analyze the page. How does the textbook organize the lesson on this page?

Reading Check

1. **Recall facts** What heading does the book use for Question 7?
2. **Deduce** Look at the heading for Question 7 and the question itself. What do you think is the purpose of a **Checkpoint** question?
3. **Predict** Which feature do you think will come next: Question 10, or an arrow that introduces new material? Refer to the textbook page to support your answer.

Math Connection

Write word problems Have students create simple math problems that compare fractions. For example: Hassan's mother baked a pie and cut it into eighths. Hassan ate a quarter of the pie. How many pieces of pie did he eat? Ask students to create diagrams to help illustrate their math word problems.

Home Connection

Extension Have students think about fractions that they use in their everyday lives. Remind them that even when they say, *I will do half my assignment now and half later* that they are using fractions. They might be using fractions when they think about time and scheduling activities. Have students create a list of examples for an entire day in their lives.

Read the Selection

- **Preteach vocabulary** Have students look at the words *universal* and *notation* in the first paragraph. Explain that *universal* means something that is understood everywhere around the world. Explain that a *notation* is a symbol. In this case, the notation that is being discussed is math symbols such as the equal sign.
- **Read aloud** Read aloud as students follow along. Read at a normal pace. Use standard intonation patterns. Pause at the end of every section.
- **Apply reading strategies** Have students look at the headings on the page. Explain that the headings are to focus the student on the task. The heading "Comparing Fractions" tells students that this is the object of the lesson. The heading "Try This as a Class" gives the student an assignment to follow. ***Ask:*** *What does the* checkpoint *heading mean?* (Answers may vary. Students may say that it is a place where they can check their understanding of the concept being taught.)

Reading Strategy

Teacher modeling Model determining the headings and organization on the page. ***Say:*** *I want to make sure that I understand what is being taught on the page. The information is numbered and has subsets using the letters a, b, c, and d. Each number seems to be a different step toward understanding the concept. The letters separate different questions or activities within each step.*

Reading Strategy Sample Answer
The text uses an outline of numbers followed by letters.

Reading Check Answers
1. Checkpoint.
2. Checkpoint questions check the student's understanding of material they've learned so far.
3. Answers may vary. Sample answer: The feature that will mostly likely come next is an arrow that introduces new material. New material often begins at the top of a page.

Read the Selection

- **Preteach vocabulary** Point out the word *multiple* in paragraph one. Explain that a *multiple* is any number that can be divided by another number with no remainder. For example, multiples of 3 include 3, 6, 9, 12, 15, 18, 21, and 24.
- **Ping-pong reading** In pairs, have students do a ping-pong reading. One student reads a section, then his or her partner reads the following section. Repeat.
- **Interpret the image** ***Ask:*** *What is the person drawing in the image?* (a flow chart) *How can a flow chart like the one pictured help students compare fractions?* (It provides a step-by-step guide.)
- **Vocabulary development** Point out the word *method* next to question 10. Explain that a method is a means of doing something. The question is asking students to compare how the Bulgarian text explains comparing fractions and how the method above explains it.

ding Fluency

l Reading "Mathematically Speaking"

eading Strategy

e textbook features Read aloud the t next to question 11. ***Ask:*** *What is the text asking students to do here? What does the picture show?*

Reading Strategy Answers
The photograph shows a student performing the ercise. The **Create Your Own** heading is used when tudents are asked to create material that would help ith the lessons.

One way to compare fractions is by finding the *least common denominator*. The **least common denominator** of two fractions is the least common **multiple** of the denominators.

EXAMPLE

Compare $\frac{5}{8}$ and $\frac{7}{12}$.

SAMPLE RESPONSE

24 is the **LCM** of 8 and 12.

First Find a common denominator.

The least common denominator of $\frac{5}{8}$ and $\frac{7}{12}$ is 24.

Next Rename each fraction as an **equivalent** fraction with the common denominator.

$\frac{5}{8} = \frac{5}{8} \cdot \frac{3}{3} = \frac{15}{24}$ and $\frac{7}{12} = \frac{7}{12} \cdot \frac{2}{2} = \frac{14}{24}$

Then Compare the fractions that have the same denominator.

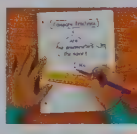
$\frac{15}{24} > \frac{14}{24}$, so $\frac{5}{8} > \frac{7}{12}$

10 In the Example, two fractions are renamed using the least common denominator. How does this method compare with the Bulgarian method?

Reading Strategy

Recognize Textbook Features Read Question 11, and analyze the picture next to it. **Define** what you think the **Create Your Own** heading means in this math textbook.

11 Create Your Own Create a flow chart of your own for comparing fractions. Include two examples that show how to use your flow chart. In one example, use fractions that have a common denominator. In the other example, use fractions that do not have a common denominator.



12 CHECKPOINT Compare each pair of fractions. Replace each ? with >, <, or =.

a. $\frac{3}{5}$? $\frac{3}{4}$ b. $\frac{2}{5}$? $\frac{1}{5}$ c. $\frac{2}{3}$? $\frac{11}{15}$

d. $\frac{19}{20}$? $\frac{54}{60}$ e. $\frac{7}{18}$? $\frac{5}{12}$ f. $\frac{55}{90}$? $\frac{11}{18}$

QUESTION 12 ... checks that you can compare

multiple number that may be divided by another a certain number of times without any amount being left over
LCM Least Common Multiple

Differentiated Instruction • Reading Comprehension

Scaffolding

Have students look at the heading **Sample Response** at the top of the page. ***Ask:*** *What is the purpose of the sample?* (to show students how to work the problem). Point out the words *first*, *next*, and *then* in the sample. Explain that this gives students a step-by-step method for figuring out the problem. Have them discuss how easy-to-follow instructions help readers.

Extension

Have students compare the steps shown in this sample with the Bulgarian method from page 43. Ask students to draw a **Venn Diagram** and compare the Bulgarian method with this example. Remind them that similarities go in the portion where the circles intersect.

EXPLORATION 2

ADDING and SUBTRACTING Fractions

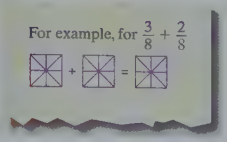
GOAL

LEARN HOW TO...
- add and subtract fractions with unlike denominators

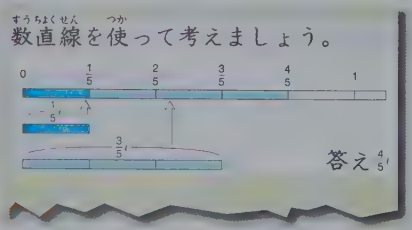
AS YOU... explore fraction models from other countries

Models for adding and subtracting fractions are also **universal**. See the examples below from an Australian textbook and a Japanese textbook.

Australian textbook:



Japanese textbook:



13 **a.** Explain what the examples are trying to show.
b. What makes these examples **universal**?
c. Write the **equation** each example represents.

Reading Strategy

Recognize Textbook Features Analyze the Australian and Japanese textbook examples. How does each use textbook features? Which version do you think is clearer? Explain your answer.

Reading Check

1. **Compare** Which country's textbook uses a square version of a pie chart?
2. **Make inferences** Do both examples show how to add fractions? How do you know?

Math Connection

Relate to personal experience Have students share math tips and tricks. Some students may have different methods for comparing fractions, easy means of multiplication, and finding common multiples. Have students create visual aids to explain their methods and then share them with the whole class.

Listening and Speaking Strategies

Clarify spoken ideas Remind students that as they share their math tips, they must make it easy for the listener. Ask them to speak clearly and to pause often to allow listeners to ask questions. Tell them that they should include examples of how their tips work so that students get a clear understanding of their methods.

Read the Selection

- **Preteach vocabulary** Discuss the word *equation* in question 13. ***Say:*** *An equation shows values that are the same amount on each side of the equal sign. For example, one quarter plus one quarter equals one half.* Write the equation on the board. *The left side of the equation and the right side have the same value.*
- **Teacher read aloud** Read page 45 aloud as students follow along in their books.
- **Interpret the image** ***Ask:*** *What do these diagrams show?* (how to add and subtract fractions) *How are the diagrams different?* (One uses boxes to show the fractions. The other uses a shaded line.) *How are they similar?* (They both show fractions accurately and give a picture of the pieces that need to be added or subtracted.)

Reading Strategy

Deliver oral summary Have students work in pairs to discuss the examples from the Australian and Japanese texts. Ask them which of the two versions they would use if they were doing this exercise. Have them discuss why. Ask students to summarize their ideas and present them to another group.

Reading Strategy Answer
The Australian version uses a pie chart, and the Japanese version uses a line. Explanations will vary.

Reading Check Answers
1. The Australian version uses a square pie chart.
2. Yes. I know this because both examples show diagrams of how much fractions equal when they are added together.

Apply the Reading Strategy

Recognizing Text Features

Application Have students complete the Reading Strategy graphic organizer related to each section of "Mathematically Speaking." Spot-check students to see how well they have applied the Reading Strategy.

Reading Strategy Answers

Sample answer: Feature: Checkpoint; What does it look like?: capitalized, red letters with a check; How does it help me?: Answers will vary.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary

Txxx

Other Resources: Graphic Organizers: Web, Vacabulary Log

Word Connections

comprehend *(conceive, envision, fathom, understand)*

context *(background, ambience, framework, circumstance)*

Have students work in pairs to create a **Word Web** for each Academic Vocabulary word.

- **Vocabulary development** Have students use a thesaurus to find synonyms for the Academic Vocabulary words *comprehend* (understand, conceive) and *context* (situation, environment). Students should share synonyms with class.
- **Clarify meaning and usage** ***Say:*** *I comprehend the Bulgarian method for comparing fractions. I understand it.* ***Ask:*** *What did you comprehend from the reading?* (Answers will vary. Students may state that they understood how to compare fractions, multiples, and using flow charts.)

Checkpoint Sample Answers

Photos help you to see instructions clearly or show something you've never seen before.

Context puts the word in a situation to help you figure out what it means based on the other words in the sentence

After Reading 1

Apply the Reading Strategy

Recognize Textbook Features

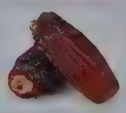
Now complete the Reading Strategy chart.

1. Review the **Reading Strategy** on page 39.
2. Draw the chart on a piece of paper.
3. Look back at the reading. Identify all the textbook features that helped you understand the reading.
4. Write the features in the chart and answer the questions.

Feature	What does it look like?	How does it help me?
Goals	List at the beginning of a section	It introduces new topics and helps me to prepare to learn them.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
comprehend *verb*	to understand the meaning of something	Jasmine could not hear the speaker, but she could **comprehend** what the speaker said through sign language.	
context *noun*	the information surrounding a word or phrase that determines exactly how it is meant	In the sentence "She put some dates in the bag," the **context** tells you that "dates" are a fruit, not specific days and times.	

Draw a picture and write a sentence for each word.

Checkpoint

1. How do photographs help you **comprehend** information?
2. How does **context** help you understand a word?

46 Unit 1 • Chapter 2

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Prepare for the Reading Comprehension Questions. ***Say:*** *In this reading, we read about how math concepts are taught in different countries.* ***Ask:*** *Why is this an important topic about language?* (It shows that math is a universal language.) ***Say:*** *Think about the text features that we saw in the last section. How did they help you to understand what you were reading?* (Headings focus on a topic. The numbers help to know what to go to next, and the examples helped to clarify.)

Extension

Have students in groups discuss which text features are useful to them and which are not. Have them think about headings, subheadings, numbers, and the Checkpoint feature. Have students present to other groups how they would change one of the textbook pages to use headings better.

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** Identify one kind of text element used in the math textbook.
2. **Apply** Use three Key Vocabulary words to describe **concepts** presented in "Mathematically Speaking."
3. **Describe** Give three examples of how the **context** of a sentence helps you to understand the meaning of the Key Vocabulary words.
4. **Explain** What is the purpose of presenting math **concepts** in different languages?
5. **Identify** Identify three genres of writing, besides textbooks, that use textbook features.
6. **Make a judgment** Do you think textbook features help students **comprehend** new information? Explain.
7. **Revisit the Reading Focus Questions** Go back to page 40 and discuss the questions.

Workbook page 52 | Independent Practice CD-ROM/Online

Text Element

Visual Aids

Visual aids are text elements that allow readers to understand better a portion of a lesson or an example. Visual aids include photographs, maps, charts, illustrations, and graphs. These learning tools help you visualize the point of a text's lesson.

Imagine that the student sitting next to you is new to your school.

1. Write down the directions he or she would need to go from your school to the school bus stop. Include street names, landmarks, and distances.
2. Next to the directions, draw a map that shows the way to the bus stop.
3. Which kind of direction is easier to follow, the written direction or the map?
4. If the directions were written in a language your partner does not speak, would the map help him or her get to the bus stop?

Checkpoint

What kind of **visual aid** helps you find the location of a street in a city?

Workbook page 53 | Independent Practice CD-ROM/Online

Math Connection

Graphic organizer Make a classroom poll about textbook features. Make a board list of features such as *headings*, *subheadings*, *numbers*, *assessment* or *checkpoint features*, and *questions*. Then ask which features students find useful as they work in their textbooks. Which do they find distracting, or not helpful? Have students show the findings as a graph of how their classmates felt about the textbook features.

Technology Connection

Analyze Have students compare traditional textbooks and online texts. Discuss the pros and cons of using an online text as opposed to a paper text. They might discuss the weight of carrying around a traditional textbook. They might think that the traditional textbook is easier to access because it does not require a computer.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

The **Reading Comprehension Questions** follow the QAR (Question-Answer Relationship) sequence.

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. Answers will vary. Sample answers: Headings, subheadings, questions, diagrams.

"Think and Search"

2. Answers will vary.
3. Answers will vary.

"Author and You"

4. The purpose of presenting math concepts in different languages is to show that math is a universal language. You do not need to know German, Japanese, or Spanish to understand the concept of fractions.

"Author and You"

5. Answers will vary. Sample answer: Magazines, some Internet sites, encyclopedias and resource materials, and travel guides all use text features.

"On Your Own"

6. Textbook features are helpful to learners. For example, headers help them organize their thoughts.

Revisit the Reading Focus Questions.

7. See sample answers on page 40.

Text Element

Visual Aids

Clarify and explain ***Say:*** *Visual aids help the reader see an example of what is being taught. This can help to clarify or explain the text. Photographs, diagrams, maps, charts, and graphs are all examples of visual aids.* Have students look around the classroom and point out different visual aids that they rely on every day. Discuss the example of the map and written directions. Have students discuss how these are different and which they would prefer to use.

Reading Fluency

Repeated Reading Text Element

Text Element Answer
A map is easier to follow than a list of instructions or directions, especially if the directions are in a language you do not speak.

Checkpoint Answer
A map helps you find the location of a street in a city.

Bridging Readings 1 and 2

Say: *"Mathematically Speaking" was an informational reading. The author wrote it to give information about textbooks and how mathematics is used and understood around the world. Now we'll read a poem about how English uses words from different languages.*

About the Reading

Interpret the images Point to the picture at the top of the page. ***Ask:*** *What is this picture?* (a mosaic of a world map) *What are the images all around the map?* (flags of different countries)

Build Background

Mosaics

Prior knowledge Ask students if they have ever seen pictures made with small pieces of tile, stones, or glass like the pictures on page 48. ***Say:*** *Mosaic is a very old art technique. Examples of mosaic art that was made in the 4th century BCE have been found.* Have students use the library or approved Web sites on the Internet to look at images of mosaics.

Building Fluency

Reading Words in Chunks Build Background

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Additional Routine for Vocabulary

Teacher Resources: Graphic Organizers: Word Map, Vocabulary Log

Word Connections

(change, emerge, expand, mature)
(blues, ragtime, swing)
(insubstantial, slender, thin, tenuous)
(cruise, linger, gallivant, saunter, traipse)
(journey, expedition, tramp, travel, march)
(boundless, astronomical, immense)

Have students work in pairs to create a **Word Web** for each Key Vocabulary word.

Checkpoint Sample Answers
Table, straw.

The Mosaic of English



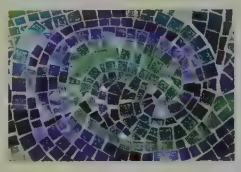
Mosaic of a world map

About the Reading

"The Mosaic of English" is a poem about the many languages that have influenced English. The poem celebrates our individual identities that, like a mosaic, come together to form a unique American culture.

Build Background

Mosaics



A mosaic is a picture or design made up of many tiny stones, pieces of glass, or other small items. The tiles or stones are set with glue or a similar substance to keep the mosaic pieces in place. Together, the many pieces create a whole picture or pattern. The finished product is made up of many different parts, and each part is unique and special.

Key Vocabulary

- evolve
- jazz
- slim
- stroll
- trek
- vast

Vocabulary From the Reading

Use Context Clues to Determine Meaning

To determine a word's meaning, look at the words and phrases that surround it. A word's **context** can give you clues to its meaning.

1. The English we speak today is different from the English that people spoke one hundred years ago; it has **evolved** over time.
2. The **jazz** musician enjoyed playing his trumpet.
3. A twig is **slim** compared to the thick trunk of a tree.
4. Kelly was **strolling** slowly down the sidewalk when she met Sandra.
5. After their long **trek** through the woods, the hikers were tired.
6. The wide-open field looked **vast** and unending to the cowboy.

Checkpoint
Identify three things in your classroom that are as **slim** as a pencil.

Vocabulary Log · Workbook page 54 · Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Write the Key Vocabulary words on the board. Demonstrate the meaning of each word. Have students work in pairs. One student should draw a picture or use gestures to describe the word. The other student should guess the word.

Extension

Have students practice using the vocabulary independently. Ask students to think of the Key Vocabulary words in the context of their own lives. Students can write original sentences using the vocabulary words. Then have students work in pairs to complete an activity. Students take turns reading their sentences to their partner, omitting the vocabulary word. The partner then identifies which vocabulary word belongs in the sentence.

Reading Strategy

Read Poetry in Sentences

Poets often write poems in lines to enhance the rhythm and rhyme of the poem. However, when you are trying to understand a poem, pausing at the end of every line will interrupt the sentences and make the ideas in the poem hard to **comprehend.** Instead of pausing at the end of each line of poetry, be sure to pause only where there is punctuation. Pausing at the end of each sentence, rather than at the end of each line, will help you to understand the meaning of the poem.

Text Genre

Poetry: Lyric Poem

Poems have many different shapes, sizes, styles, and purposes. "The Mosaic of English" is an example of a **lyric poem,** a kind of poem that expresses a personal emotion. The chart below lists features of a lyric poem.

Lyric Poem	
stanzas	groups of lines that share a subject or a theme
rhythm	a regular beat within a line of poetry
rhyme	words that end with a similar sound

Meet the Author



Jennifer Trujillo was born in Denver, Colorado. Her family came from Caracas, Venezuela. She spent part of her childhood there and part of it in Colorado. Traveling between countries made her interested in learning languages. Today, Trujillo teaches at Fort Lewis College in Colorado and on the Navajo Indian Reservation. She says, "The story of English is amazing!"

Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme of "language"?
2. What experiences probably helped the author to write this poem?
3. What do you think was the author's purpose in writing "The Mosaic of English"?

Checkpoint
Name three common features of poetry.

Workbook pages 55–56
Independent Practice CD-ROM/Online

Community Connection

Use library resources Encourage students to visit the public library to listen to jazz music. Explain that the library is an excellent source of materials, including videos, games, and music. Have students write a brief review of the piece of music that they chose. They should tell the name of the piece, the performer, and what they thought of it.

Classroom Management

Instruction Review the vocabulary words with students. Have them create posters that illustrate each word. For example, they might draw a musician playing a trombone for *jazz,* or a person climbing a mountain for *trek.* Hang their posters around the classroom until students become accustomed to the meaning of each vocabulary word.

Unit 1 • Chapter 2 Before Reading 2

Reading Strategy

Read Poetry in Sentences

Identify and analyze literature Tell students that poetry is written in sentences. However, poems often break in the middle of a sentence because of the rhythm or a rhyme scheme. To fully understand the meaning of each sentence, students need to read the entire sentence, no matter how it is broken in the poem. Read the sample poem aloud, pausing at the end of every line. Then reread the poem as a sentence. ***Ask:*** *Which version did you understand better?*

Text Genre

Poetry: Lyric Poem

Compare features Tell students that poetry is different from a story, play, or informational text. Poems are made up of lines and stanzas. Poems have rhythm, or a beat, and may rhyme. Explain that there are different types of poetry. The poem they will be reading is a lyric poem. ***Say:*** *Just like many songs, a lyric poem has rhythm and rhyme and breaks into stanzas, which are similar to paragraphs. They group an idea together.*

Meet the Author

Jennifer Trujillo

Explain authors' background Jennifer Trujillo was born in Colorado, but her family was from Venezuela, in South America. The main language of Venezuela is Spanish. Trujillo enjoys languages, which is probably why she became interested in writing poetry.

Map skills Give students a map or a globe and have them find Caracas, Venezuela. Have them use the map key to find out how far that city is from where they live.

Reading Focus Questions

Preview Explain that students should think about the Reading Focus Questions as they read. "The Mosaic of English." They will revisit the questions after reading the selection.

Reading Focus Questions Sample Answers

1. The poem talks about all the words English speakers use that are actually from other languages.
2. The author has been exposed to several different languages in her life.
3. Trujillo may be trying to tell students of English that the language they are learning is an interesting mix of their native language and other languages.

Checkpoint Answers

Answers may vary. Poetry has three common features: stanzas, rhythm, and rhyme. But different poems can be missing some of these features. For example, not all poems rhyme.

Read the Selection

CD 1, Track 5 (optional)

Instructional Routine for Reading
page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Choral reading** **Read aloud** Teacher and students read aloud together.
- **Interpret the image** Ask students how the images coordinate with the words in the poem. ***Ask:*** *Why do you think there is a cowboy, a plate of spaghetti, and a picture of the mountains of Colorado on this page?* (They are all examples of words that are used in English that have come from other languages.)
- **Vocabulary development** Tell students that the word *yelling* means *shouting* or *calling out loudly.*

Expansion Question

What does the author mean in stanza 3: "English has traveled on a boat . . . "

The author uses symbolic language—the *speakers* of English brought words from other places.

Fluency

Assisted Reading "The Mosaic of English." Stanzas 1–4

Reading Strategy

Explain the strategy Help students identify the sentences in the first stanza of the poem. Remind students that a sentence ends with a period, a question mark, or an exclamation point. It begins with a capital letter. Tell students that they should put quotation marks around a poem's title when they write it in a sentence.

Answers

There are 4 sentences in the stanza (1 exclamatory, 1 interrogative, 1 declarative)

Reading 2
Literature

The Mosaic of English

by Jennifer Trujillo

Reading Strategy
Read in Sentences
How many sentences are in stanza 2? Read the stanza, following the punctuation.

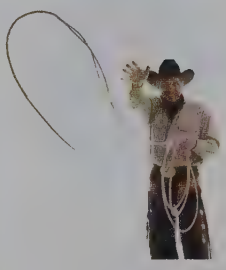
1 One day I was walking to the store with my mom,
speaking Spanish, our language,
and just **strolling** along,
when someone drove by in a big, fancy car
yelling, "Speak English, Kid! Don't you know where you are?"

2 Well, English is hard and I'm trying my best
to learn all these words and spell all the rest!
So I wonder, please tell me, in "PIZZA," no "E"?
What's up with English? It seems crazy to me.

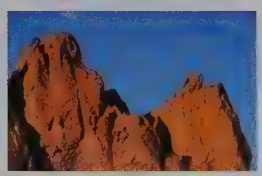
3 See English has traveled on a boat by the sea.
It's even crossed borders like my mom and me.
Along the way, it has borrowed a lot.
New words and meanings have all been **sought.**



4 Italian has given us words like *piano*
and the opposite of ***alto,*** a high-voiced ***soprano.***
From music to art to food we can taste,
spaghetti and *pasta* are words we don't waste.



5 Now Spanish has given us some of the most.
From place names to cowboys, it goes coast to coast.
Florida means flowered; *Colorado* means red;
Montana means mountain where
they **staked homesteads.**
The cowboys used ***lassos*** and
lariats **galore**
from *corrals* to ***mesas*** to the **vast**
Texas shore.



sought searched for
alto a low, female singing voice
soprano the highest singing voice, often sung by a woman or a boy
staked homesteads took pieces of land and built homes
lassos and ***lariats*** ropes with a loop on the end, for catching cattle
galore in large numbers
mesas hills with flat tops and steep sides (Spanish)

Differentiated Instruction • Reading Comprehension

Scaffolding

Students may be confused by the line breaks in poetry. Explain that poets break sentences into thoughts or phrases. They want readers to think about the words as well as the sentences. Have students rewrite the sentences as a paragraph. Then have them read the paragraph to see how the grouping changes.

Extension

Have students write four sentences about things they have done that day. Then have them recreate their paragraphs as poems. Tell them their poems should rhyme. Have volunteers share their work. Discuss how students had to change their sentences to accommodate a rhyme scheme.

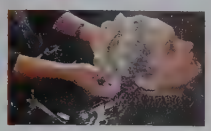
6 But before they came, someone else had these lands;
Native American tribes had words for these sands.
Minnesota means "white water"; *Dakota* is a tribe.
Caribou is an animal and a ***toboggan*** is a ride.



7 The Dutch gave us ***waffle*** and *cookie* and ***sleigh***,
while the French gave ***corsage***, ***baguette*** and ***café***.
Germans gave a temperature we call ***Fahrenheit***
and ***kindergarten*** rooms where kids play with delight.

8 African languages loaned us some too . . .
from ***jazz*** to *jukebox*; even sweet ***yam*** was new.
Slim and ***trek*** are also a few.

9 Arabic even got in on the games,
Giving *algebra*, *candy*, and *caramel* their names.



10 And I bet you could never guess from where
comes the word that we use to wash our hair!
Northern India uses Hindi where they gave us
shampoo. A *jungle*, a ***bangle*** come from there too.

11 ***Bistro*** is from Russian and *breeze* is Portuguese.
There are still many more from Cantonese.
This is Chinese—the number one language spoken on Earth.
Just imagine what all these words are worth!
You might have a *yen* or a deep, long **yearning**
to find out more and keep on learning.



Reading Strategy

Read in Sentences
How are the first four lines of stanza 11 different from the last two lines?

Reading Check

1. **Infer** Why do you think Native Americans chose the name "Minnesota" for that region?
2. **Analyze** What do you think is the poet's attitude toward all the languages that have contributed words to English?

toboggan sled
waffle breakfast food with a square pattern on the surface
sleigh carriage for riding on snow and ice
corsage flowers worn by a woman on special occasions
baguette long, narrow loaf of French bread
café restaurant that serves simple food and drinks
Fahrenheit system of measuring temperature
kindergarten classes children go to the year before first grade
yam type of sweet potato
bangle metal band worn on the wrist as jewelry, a stiff bracelet
Bistro small restaurant
yearning strong desire

Listening and Speaking Strategies

Teacher modeling Explain that speaking a poem helps listeners to understand the meaning. Read page 50 again in monotone, showing no expression in your voice. Then read the poem a second time. This time, show how your voice rises at the end of questions. Pause at the end of commas, and speak loudly for sentences with exclamation points. Discuss how this reading helps listeners to get information and images. Have students practice reading this segment of the poem using expression. Ask volunteers to read aloud to the class.

Unit 1 • Chapter 2
Reading 2: Literature

Read the Selection

- **Choral reading** Teacher and students read out loud together with the students.
- **Interpret the image** ***Say:*** *Look at the images of the caribou, the person getting a shampoo, and the bistro sign.* ***Ask:*** *Where did each of these words come from?* (*Caribou* is Native American; *shampoo* is from Hindi, spoken in India; *bistro* is Russian.)
- **Map skills** Identify the languages referenced in this section of the poem. ***Say:*** *Dutch, Arabic, Hindi, Russian, Portuguese, and Cantonese are languages. They are spoken in different places. Have students research where these languages are spoken. Then, ask them to point out these countries on a map.*

Reading Strategy

Reread for punctuation Ask students to reread the page and identify the sentences. Some sentences are broken into several lines, while others appear on a line by themselves. Have students look for instances where sentences are alone on a line.

Reading Strategy Answer
The first four lines are full sentences, and the last two lines are one sentence.

Reading Check Answers
1. Because Minnesota means "white water," the region probably has rocky waterways that contain white water, or moving water that appears frothy and white.
2. The speaker seems fascinated by the influence of so many cultures on the English language.

Read the Selection

- **Choral reading** Teacher and students read aloud together.
- **Interpret the images** Before reading this section, ask students to identify the pictures on the page. ***Ask:*** *What do you see in the first picture?* (a boomerang) *Does anyone know where boomerangs were first used?* (Some students may say Australia.) *Can anyone tell what is in the second picture?* (croissants) *Where do these rolls come from?* (France, originally) Tell them that they must infer that these are croissants. It is not stated in the poem.
- **Vocabulary development** Point out the word *afar* in stanza 15. ***Ask:*** *Is there a part of this word that you recognize?* (far). *Using this bit of information, what do you think the word* afar *means?* (far away). Have students look up the word in a dictionary to check their answers.

Reading Strategy

Identify dialogue Help students identify dialogue in the poem. Remind them that dialogue appears in quotation marks. Dialogue may be complete sentences. Have students count the number of times that dialogue is used in the entire poem (three).

Reading Strategy Sample Answer
Reading poems that have dialogue makes it more like a conversation. They are more fun and easier to read.



12 Japanese, too, has played a part.
Origami is a delicate art.

13 From there to Australia we get even more,
just think how far a ***boomerang*** can soar . . .
past ***koala bears*** and *kangaroos*
we have so many words to choose.

14 If I want to describe the color blue,
I have a ***palette*** of words that will easily do:
turquoise, ***cobalt***, ***navy*** or ***azure***,
there is one thing of which you can be sure,
English will always offer you a choice
Because it's a mosaic, you'll have a voice.

15 As I thought back to the man who yelled from his car,
I wonder if he knew English came from afar.
So many cultures **pitched in** to this mix,
It's no wonder the spelling still has some tricks.
English has **evolved** and developed anew.
Now we surf waves and the Internet too.

Reading Strategy
Read in Sentences
Does the use of dialogue make it easier to read the poem in sentences? Why or why not?

16 My mom and I arrived at the store as we'd planned;
She reached back around to grab my hand.
"***Mi hija***, are you hungry?
Let's get some bread."
I thought, "I'd rather have a ***croissant***
or ***tortilla***
or ***pita***
instead . . ."

17 So please be patient as I learn
this tongue,
You mastered this mix when you
were young.
I'll learn your language given time,
Just please don't ask me to give
up mine.



Origami the Japanese art of folding paper into shapes
boomerang flat, curved piece of wood that will return to the person who threw it
koala bears small furry animals from Australia that live in trees
palette flat plate used by artists to mix paints
turquoise, cobalt, navy, azure shades of blue
pitched in added
Mi hija my girl, my daughter (Spanish)
croissant, tortilla, pita various forms of bread

Differentiated Instruction • Reading Comprehension

Scaffolding
Discuss how the pictures on the page help students understand the words in the poem. Ask them to find images for other words that were not pictured such as *koala*, *kangaroo*, *tortilla*, *pita*, etc. Have students create a visual library of images mentioned in the poem.

Extension
Have students think of words they use from their native language that become mixed in with English. Ask them to come up with a dictionary of words they use from their own language. Have them find a picture or draw something to illustrate the word and write a sentence showing how they use it with English.

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** According to stanza 3, how has English picked up words from other languages?
2. **Identify the main idea** What is the main idea of stanza 14?
3. **Restate** In your own words, **restate** the connection between the English language and a colorful mosaic. Use three Key Vocabulary words from the poem to support your explanation.
4. **Relate to your own experience** How do your experiences with the English language compare with the speaker's? Use examples from the poem in your answer.
5. **Revisit the Reading Focus Questions** Go back to page 49 and discuss the questions.



Spelling

Words with the Same Sounds but Different Spellings



Writing Conventions

Quoting Poetry



Connect Readings 1 and 2

You have read two readings on the theme of language: "Mathematically Speaking" and "The Mosaic of English." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the text genre?	What is a feature of the text genre?	Does the selection include languages other than English as part of its main idea?
Mathematically Speaking			
The Mosaic of English			

2. With a partner, ask and answer these questions.
   a. How do both readings rely on visual aids to communicate the main idea?
   b. Which reading is about culture? Which reading is about a language that is present in all cultures?
   c. Which reading was more interesting to you? Explain your answer.
3. **Revisit the Chapter Focus Question** Go back to page 36 and discuss the question.

Writing Strategies

Making connections Have students create their own poems in English but including words from their native languages. Ask them to use the same rhyme scheme as the poem they just read. (AA, meaning every two lines rhyme). Students can decide on the length of their lines themselves. Have students use dialogue and word meanings in their poems as Trujillo did in "The Mosaic of English." Then ask students to create illustrations that help to explain some of the more difficult foreign words. Invite volunteers to read their poems for the class. Display all the poems for the class to read and enjoy.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)
"Right There"
1. According to stanza 3, English gathered words by travelers going to different countries by boat.
"Think and Search"
2. The main idea of stanza 14 is that English speakers have a variety of words to choose from to say just what they mean.
"Author and You"
3. Answers will vary. Sample answer: English is full of loanwords from many languages, so like an artist, we have choices, like a palette of colors; we have a mosaic of words to choose from.
"On Your Own"
4. Answers will vary according to the reader.
Revisit the Reading Focus Questions:
5. See sample answers on page 49.

Spelling

Students will learn more about words with the same sounds but different spellings in the Workbook on page 58.

Writing Conventions

Students will learn more about quoting poetry in the Workbook on page 59.

Connect Readings 1 and 2

Discuss theme Ask students if they learned anything about language and communication from reading either of the texts. (Possible answer: I learned that some language is universal like math, and some languages that are foreign can become part of your own language.)

Connect Readings 1 and 2 Sample Answers
1. ***Chart:*** "Mathematically Speaking"—text genre: textbook; feature of text genre: facts, lessons, visual aids; "The Mosaic of English"—text genre: poem; feature of text genre: stanzas, rhymes; both selections used multiple languages.
2. a. "Mathematically Speaking" relies on illustrations and photos in the foreign language texts instead of the written word. "The Mosaic of English" uses photographs to represent foreign words students might not know.
   b. "The Mosaic of English" is about culture, and "Mathematically Speaking" is about a universal language that crosses all cultural borders.
   c. Answers will vary.

Revisit the Chapter Focus Question
3. See sample answer on page 36.

Listening and Speaking

Reciting a Poem

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Listen and read** Have students listen to recordings of poetry. Distribute texts of the poems before you begin. Have students listen to how each line is spoken. Have students choose a poem to recite. Approve all poem choices for length and difficulty for each student. Tell students to use their voices as they heard on the recordings.
- **Collaborate** Divide students into pairs. Emphasize constructive criticism. *Say: You should always tell good points first, "I like how you raised your voice to express the exciting part," or "I enjoyed when you changed your voice to show that someone else was speaking."* Remind them to phrase suggestions kindly, such as *"Read a little faster through the section. It will make it more exciting to listen to."*

Reading Fluency

Reading Listening and Speaking

Phrases for Conversation
Asking and Giving Advice

- **Teacher modeling** Model using the phrases. *Say: What should I do about this section here? I don't understand how to pronounce that word.*
- **Guided application** After students have practiced the phrases for conversation, prompt them to make suggestions. Begin by saying a suggestion phrase and have students finish the sentence. For example, *In my opinion, you could. . .* or *What would you do to make this part more. . . ?*

Checklist for Reciting Poems

Have students refer to the checklist as they practice reciting their poems.

Reading Fluency

Repeated Reading

Instructional Routine for Reading Fluency page Txxxiv

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Teacher modeling Model appropriate reading rate, intonation, and expressiveness for students. Have students practice reading fluency techniques by reading stanzas from "The Mosaic of English."

Phrases for Conversation
Asking and Giving Advice

What should I do about . . .?
What would you do?
In my opinion, . . .
Here's something to try.

Listening and Speaking

Recite a Poem

Rehearse and then recite a poem of your choice. Follow these steps to prepare for your recitation.

1. Choose a poem that interests you, or ask others for their recommendations. Look for vivid words and phrases.
2. Define any unfamiliar words, and study the poem carefully to make sure you understand all of it.
3. Read your poem. Then listen as your partner reads his or her poem. As a listener, you should:
   a. listen for sentences and for vivid words and phrases.
   b. wait until your partner has finished reciting before giving any feedback.
   c. tell your partner what you liked about the recitation. Then give suggestions for improvement.
4. Finally, use your partner's feedback to improve your recitation. Recite your poem to the class.

Checklist for Reciting Poems

1. Speak clearly and slowly.
2. Speak loudly enough so the entire class can hear you.
3. Use a tone of voice that reflects the meaning of the poem.
4. Look at the audience.
5. Use appropriate posture at the podium or in front of the class.

Reading Fluency

Repeated Reading

Repeated reading helps you improve your reading rate and builds confidence. Each time you read a passage, your comprehension and understanding improves.

1. Turn to page 50.
   a. Read the first stanza of "The Mosaic of English" three times in 45 seconds.
   b. Did you read the first stanza three times in 45 seconds? If you did, you are reading 150 words per minute.

Differentiated Instruction • Listening and Speaking

Scaffolding

Some students may be nervous reciting a poem in front of the entire class. Have them practice reciting in small groups first. When they feel more confident, then they can go in front of the entire class.

Extension

Have students compare lyric poems to music and song lyrics. Have them create a **Venn Diagram** to contrast one lyric poem against one song of their choice. Remind them that you must approve both their poem and their song. Ask them to write out the lines of both and then compare them based on how the sentences are broken, rhyme scheme, and delivery (spoken versus musical).

c. Repeat the process with the second stanza. Read it three times in 45 seconds. If you do this you are reading 150 words per minute.

d. Now, read the third stanza three times in 40 seconds. If you can do this you are reading 175 words per minute.

e. Read the fourth stanza three times in 40 seconds. If you can do this you are reading 160 words per minute.

f. Finally, read the last stanza three times in 1 minute. You are reading 144 words per minute.

Vocabulary Development

Figurative Language

Figurative language is language that goes beyond the literal meanings of words in order to help the reader see an idea or subject in a new way. For example, in "The Mosaic of English," the speaker tells us that English has traveled by boat and crossed borders. This is an example of a kind of figurative language called **personification.** Personification gives human traits and abilities—such as the ability to travel—to non-human things like the English language.

Find an example of personification in each sentence below. Underline the non-human thing and the human trait or ability. The first one is done for you.

The flag danced in the breeze.

1. Charlie's car alarm shouted from the street.
2. My shoes looked old and tired after wearing them all summer.
3. The computer came to life when I plugged it in.
4. Leila's skis whistled against the snowy mountain.

Build Your Knowledge

Word choice is very important in poetry. Poets think very carefully about the multiple meanings of words and how some words create an overall feeling better than others.

Checkpoint

1. Find an item in your classroom and write a sentence about it using **personification.**
2. "My heart sings when you are near." Does this sentence contain personification? Explain your answer.

Unit 1 • Chapter 2 After Readings 1 and 2

Vocabulary Development

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Figurative Language

Interpret figurative language ***Say:*** *Figurative language gives a meaning to words that is different from their usual meanings. In the poem, the line,"so many cultures pitched in to this mix," seems to mean that cultures physically threw words into the English language. This is an example of personification. Personification is when authors give human traits to animals, objects, or ideas, such as cultures.* ***Ask:*** *Can you find other examples of personification in the poem?* (Sample answers: the spelling still has some tricks; Arabic even got in on the games; African languages loaned us some, too)

Reading Fluency

Repeated Reading Vocabulary Development

Vocabulary Development Answers

1. car alarm shouted; 2. shoes looked old and tired; 3. computer came to life; 4. skis whistled

Checkpoint Answers

1. Answers will vary. Sample answer: The older computer complained and screeched as it dialed up the Internet.
2. Yes, the sentence does contain personification. The human heart makes the sound of pumping blood. To sing is a human ability.

Writing Strategies

Making connectons Have students choose a person they would like to write a lyric poem about. Tell them to describe the person's features and to describe the person's personality. Explain that they should use rhyming words, as they would in a song. Their poems should express how they feel about the person. Have volunteers share their poems with the class.

Home Connection

Supporting student achievement Have students find poems in their native languages. Ask them to work with a family member to practice them at home. Have them share the poem with the class, and then explain what the poem is about.

Grammar

Noun-Pronoun Agreement

Instructional Routine for Grammar
page Txxxvi

- **Preteach** ***Say:*** *Pronouns take the place of nouns. For example, instead of saying:* Amir has the ball. Amir will play first. *We can say,* Amir has the ball. He will play first. *The word* "he" *takes the place of Amir.*
- **Teach** Read through the chart on page 56 as students follow along. Give students example sentences to show each type of pronoun. For example: *She is a pretty cat* (subject pronoun). *Cows love to chew on them* (object pronoun). *The camera is his* (possessive pronoun).
- **Practice** After illustrating pronouns with examples, have students try to write their own example sentences using subject, object, and possessive pronouns.
- **Apply** Have students share their sentences with a partner. Go over them and remind students that the pronouns should match the nouns they are replacing.
- **Extend** Explain that pronouns must match their nouns in gender and number. Have students make a list of nouns. Have them exchange papers and write the appropriate pronouns next to each noun. Remind them to vary nouns for gender and number.

Grammar Expansion

Students will learn more about pronouns and using the correct case in the Workbook on page 63.

Practice the Grammar Answers

...s → man, it → car
them → papers
...er → teacher
→ little sister, mine → clothes

Use the Grammar Sample Answers

1. Maria waited outside until she got too cold.
The horse is very expensive; the owners are paying a lot of money for it.
That water is yours; this one is mine.
...k belongs to Joe. His are always covered ...fectly.
The gate makes a creepy noise when it opens, and ...y time I pass it I get scared.

Checkpoint Answer

...

After Readings 1 and 2

Grammar

Noun-Pronoun Agreement

A **pronoun** is a word that can replace a noun.

Subject Pronouns: replace subject nouns	Object Pronouns: replace object nouns	Possessive Pronouns: replace possessive nouns
I	me	mine
you	you	yours
she	her	hers
he	him	his
it	it	its
we	us	ours
they	them	theirs

Pronouns have to match the nouns that come before them. These nouns are called *antecedents*.

When *Miss Bell* walked in, **she** wrote her name on the board.

I wrote the poems on *note cards* and put **them** in my desk.

Panchito thinks that the Joad family's *experiences* are a lot like **his**.

Practice the Grammar Find the pronoun in each of the following sentences. Then draw an arrow from the pronoun to its antecedent.

1. The man got into his car and started it.
2. My papers always came back with red ink on them.
3. I took the books from my teacher and thanked her.
4. My little sister wants new clothes because she is tired of wearing mine.

Use the Grammar Independently Write a sentence for each of the nouns below. Include a pronoun that follows each antecedent.

basket
She went to the basket and picked it up.

1. Maria 2. horse 3. water 4. Joe 5. gate

Grammar Expansion
Pronouns: Using the Correct Case
Workbook page 63 · Independent Practice CD-ROM/Online

Checkpoint
Which pronoun(s) could follow the antecedent **actress**?

Workbook page 61 · Independent Practice CD-ROM/Online

Differentiated Instruction • Grammar

Scaffolding

Write the sentences below on the board. Have students rewrite each one using the appropriate pronoun for the underlined noun.

Stanley's mom was cooking. (His mom was cooking.)
Anthony and Claudine are good dancers. (They are good dancers.)
The gift is for Sam. (It is for him.)

Extension

Have students write a paragraph about something that happened to them in the last week. Have them use pronouns in their sentences. Have them circle the pronouns and label them *subject, object,* or *possessive.*

Grammar

Simple Past Tense

Use the simple past tense to write or speak about events that have already happened.

Most verbs in the simple past tense end in **–ed.**

visit ⟶ visit**ed**

If a verb ends in **–e**, add **–d** to create the past tense.

amuse ⟶ amus**ed**

If a verb ends in a consonant + **-y**, change the **y** to an **i** and add **–ed.**

carry ⟶ carr**ied**

If a verb ends in a consonant + a vowel + a consonant, double the final consonant and add **–ed.**

stop ⟶ stop**ped**

Singular and plural subjects use the same form of the verb in the simple past tense.

Carlos **played** soccer with his brother yesterday afternoon.

The two girls **played** outside on the swing.





Practice the Grammar Choose the correct verb in each of the sentences below.

1. The airplane (rumbles / rumbled) down the runway before it took off.
2. I (picks / picked) up the ball after I (drop / dropped) it.
3. Green tomatoes (ripened / ripens) in the afternoon sun.
4. Little frogs (jump / jumped) into the water when the dog raced into the stream.
5. A group of students (studied / studies) in the library yesterday.

Use the Grammar Independently Write a paragraph using verbs in the simple past tense. Underline any pronouns you use, and make sure they match their antecedents.

Grammar Expansion

Yes/No Questions and Negative Statements in the Simple Past Tense

Workbook page 64 | Independent Practice CD-ROM/Online

Checkpoint

What are the past tense forms of the verbs **work, dance, worry, mop?**

Workbook page 62 | Independent Practice CD-ROM/Online

Arts Connection

Create a cartoon Have students draw two cartoon panels illustrating two sentences. One panel must use the noun, and the second must use the pronoun. For example, *Darryl works on his computer day and night. He loves it!* Have them label the nouns in the first panel and the pronouns in panel two.

Home Connection

Guided practice Have students describe a friend or family member in a paragraph. Have them use pronouns so that they do not constantly use the person's name. Remind them to use pronouns of the same number and gender in their sentences.

Unit 1 • Chapter 2
After Readings 1 and 2

Grammar (cont.)

Simple past tense

- **Preteach** ***Say:*** *Past tense verbs tell about things that have already happened. Most verbs use the ending* -ed *to show past tense, such as* walked *or* typed.
- **Teach** Have students look at the pictures on page 57. Ask them to describe what they see using the past tense of the verb *play.* (The boys played soccer. The girls played on the swing.)
- **Practice** Have students talk about what they did yesterday. Write these examples on the board: *I finished my homework. I washed the dishes.*
- **Apply** Review the spelling rules for creating past tense verbs. Point out that some final consonants are doubled in the simple past tense. Write *stop* and *stopped.* Circle the second *p* in *stopped.*
- **Extend** Have students use the simple past tense to answer these questions: *What did you do last weekend? What did you do last semester?*

Grammar Expansion

Students will learn more about yes/no questions and negative statements in the simple past tense in the Workbook on page 64.

Practice the Grammar Answers

1. rumbled; 2. picked, dropped; 3. ripened; 4. jumped; 5. studied

Use the Grammar Independently Answers

Answers will vary.

Checkpoint Answers

Simple past answers: worked, danced, worried, mopped

Writing Assignment

Write a Poem About Something Important to You

Instructional Routine for Writing page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook pages 429–469

- **Vocabulary review** Remind students that a poem expresses feelings. It may use rhyme and meter. It always uses vivid language to give the reader a picture in their minds.
- **Grammar review** In poetry, sentences do not always appear on one line. To keep the rhyme scheme or meter, sentences may be broken over two or more lines.

Writing Prompt

- **Interpret the writing prompt** Read the writing prompt with students. Have them think about something that has a lot of meaning to them. Remind them they must be able to use vivid words and phrases to describe what they have in mind.
- **Identify text features** Remind students of the features of poems. ***Say:*** *Poems may use rhythm, or a beat, that is the same for every line. Poems may rhyme at the end of some of the lines. Poems are divided into sections called stanzas. Poems use figurative language such as personification and descriptive words.* Read some poems with students and have them identify some of the features mentioned above.

the Student Model

- **Analyze characteristics of poetry** Read the poem and clap out the rhythm of the lines as you go. Have students note that the lines have beats of 4-3-4-3. Point out that the rhyming lines are the second and fourth lines of both stanzas. ***Say:*** *The author uses both rhythm and rhyme. They are the same in both stanzas. If there were a third or fourth stanza, they would have to follow the same pattern.*
- **Grammar review**
  Look for pronouns Have students locate pronouns in the poem.

Reading Fluency

Reading Poetry Aloud Student Model

Writing Assignment

Write a Poem About Something Important to You

Writing Prompt

Think of something that is important to you, such as an item that has a significant history. Write a poem about it, using personification and vivid words and phrases to describe the item. Include complete sentences within your poem.

About Poetry A poem can have any or all of the following features: rhythm, rhyme, stanzas, figurative language, and descriptive details. Make your poem your own by choosing from any of those elements to describe the item you are writing about.

Write Your Poem

1. **Read the student model.** You can use this as an example as you make choices about your own poem.

Student Model



My Ring

It twinkles on my hand each day
and dances in the light.
The silver – smooth and rounded –
holds reds, both dark and bright.

My ruby ring, my mother's ring,
my daughter's ring-to-be,
is more than just jewelry.
It's a story about me.

Workbook page 65

Differentiated Instruction • Writing Assignment

Scaffolding

Have students read poems that are written about people or experiences that have personal meaning to their authors. Have them note details that describe the subject of the poem. Point out how the author shows feelings about the subject. Have students use these poems as a model as they begin to work on their own.

Extension

Have students find other forms of poetry such as sonnet, acrostic, or narrative. Have students model their poems after one of these forms.

2. **Prewrite.**
   a. Think about things that are important to you because you worked hard to get them or because they would be difficult to replace. Brainstorm a short list of topics and choose one that seems to be the most important.
   b. Develop your ideas. Think about your subject's color and shape, texture, and size. Think about its unique qualities—what makes it different from all the rest? Think about its personality. In other words, if this item could speak to you, what would it say? What do you do to take care of this item? Write down these ideas.
   c. Outline your poem. Choose ideas you want to include in your poem. If you plan to use stanzas, write about only one major idea in each one.

Writing Suggestion

Write down your ideas as quickly as they come to you. Do not stop to edit or rewrite until you have written down all of your ideas. Then go back and organize your ideas.

3. **Write your poem.** Choose active words that describe your item. Use sentences to communicate clearly to a reader exactly what your item looks and feels like.
4. **Revise.** Read your poem aloud. Then revise any stanzas or ideas that seem unclear or misplaced.
   Use the **editing and proofreading symbols** on page 455 to mark any changes you want to make.
5. **Edit.** Use the **Writing Checklist** to help you find problems and errors.
6. **Read your poem to the class.**

Writing Checklist

1. I chose an item that has some history or importance to me.
2. I included personification.
3. I included one major idea in each stanza.
4. I used some features of poetry.
5. I used correct noun-pronoun agreement.

Writing Support

Grammar

Apostrophes and Possessive Nouns, Adjectives, and Pronouns

All nouns can show **possession,** or ownership. For most nouns, add an **apostrophe** and an **-s** to show possession.

my daughter**'s** ring the ruby**'s** glow the silver**'s** gleam

Possessive nouns, adjectives, and possessive pronouns can do the same thing.

Is this **Roberto's** room? (possessive noun)

Is this **his** room? (possessive adjective)

No, **his** is across the hall. (possessive pronoun **his = Roberto's room**)

See page 432 for a complete list of possessive pronouns.

Apply Check the possessive nouns, adjectives, and pronouns in your poem.

Workbook pages 66–68

Writing Strategies

Engage the interest of the reader Tell students that to keep readers interested in their poems, they must create exciting images. Have students think about what they want to describe and brainstorm a list of exciting words. Then have them choose the best descriptive words.

Cultural Connection

Analyze characteristics of poetry Have students research Japanese haiku. (Haiku has three lines arranged in the following syllables: five, seven, and five.) Ask them to write a haiku themselves. Traditional themes include a brief moment in time, or a description of a person, a flower or tree, or an animal.

Writing Assignment (cont.)

Prewrite

- **Narrow the topic** Remind students they should choose something they have strong feelings about. This will help them as they describe the animal or object.
- **Teach** Point out that the student model has two stanzas. ***Say:*** *Your poem can take any form you like. Your poem can be short or long. Remember to use clear, descriptive words.*
- **Practice** Have students use pronouns in their poems. Remind them that the pronouns must match nouns in gender and number.
- **Apply** Have students write their first two lines of poetry and establish a rhythm. Have them try to recreate the rhythm in the following lines. If they are having difficulty, tell them to redo the first lines and try again.
- **Extend** Have students read the student sample and identify the possessive pronouns *daughter's* and *ruby's.* Point out the apostrophes. ***Say:*** *Apostrophes show who the object belongs to.* Daughter's ring *means the ring that belongs to the daughter.* Ruby's glow *means the glow of the ruby.* Remind students to use the apostrophe appropriately when writing possessives.

Revise

Edit and revise Tell students one way to revise a poem is to move around ideas to play with the flow of the poem.

Edit

Students should use the **Writing Checklist** after they complete their first drafts. The subject should be an important item or person. They should have included personification, which gives human traits to non-human things. They should separate their ideas into stanzas. Finally, they should check their spelling and punctuation to make sure it reads well.

Read your poem to the class

Writing Support

Structural features of English Use possessives correctly with pronouns Some students may need additional practice placing the apostrophe in possessive nouns. ***Say:*** *To show possession, the apostrophe always comes at the end of the noun before* s. Have students correctly add apostrophes to the following sentences:
I like Mannys toolbox. (I like Manny's toolbox.)
Cristinas handwriting is beautiful. (Cristina's handwriting is beautiful.)

Progress Check

Milestones Tracker

Teacher Resources: *ExamView®*

Progress Check Answers

Vocabulary From the Readings
concept: a general idea that usually includes other related ideas; *equation:* a mathematical statement that two amounts are equal; *equivalent:* equal, the same; *notation:* set of symbols used to represent musical notes, numbers; *universal:* general idea that includes other related ideas; *evolve:* to develop, change; *jazz:* a form of American popular music, such as slow New Orleans jazz or fast Dixieland jazz; *slim:* thin, slender; *stroll:* a relaxed, unhurried walk; *trek:* long, difficult journey; *vast:* wide in area, immense.

Academic Vocabulary
consist: to be made up of; *restate:* to say something again; *define:* to explain the meaning of; *comprehend:* to get the meaning of something, or to understand; *context:* the information surrounding a word or phrase that determines exactly how it is meant.

Reading Strategies
Textbook features clarify meaning through visual aids, colors, and organizational methods.
Poetry sentences are more clear when read as sentences because they express complete thoughts.

Text Genre
Textbook; poem

Reading Comprehension
"Mathematically Speaking" is about the universal language of math.
"The Mosaic of English" is about the variety of foreign words adopted into the English language.

Text Element
Photographs, maps, charts, and illustrations.

Spelling
There refers to location, *their* is a possessive adjective, and *they're* is a contraction.

Writing Conventions
Dashes are inserted between lines of poetry.

Listening and Speaking
Phrases for conversation
What should I do about ___?
What would you do? In my opinion, ___.
There's something to try.

Vocabulary Development
Figurative language adds imagination and interest to the poem. Personification gives human traits and abilities to non-living things.

Grammar
Subject pronoun: *I*. Object pronoun: *me*. Possessive pronoun: *mine*. The simple past tense is used to speak about events that have already happened.

Writing Support
A possessive noun is *Rachel's*. A possessive adjective is *his*. A possessive pronoun is *ours*.

Progress Check

Milestones Tracker

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **concept, equation, equivalent, notation, universal**	38
	• **evolve, jazz, slim, stroll, trek, vast**	48
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **consist, restate, define**	39
	• **comprehend, context**	46
Reading Strategies	How do textbook features help you understand texts?	39
	How does reading poetry in sentences help you understand a poem?	49
Text Genre	What is the text genre of "Mathematically Speaking"?	40
	What is the text genre of "The Mosaic of English"?	49
Reading Comprehension	What is "Mathematically Speaking" about?	47
	What is "The Mosaic of English" about?	53
Text Element	Name four kinds of visual aids.	47
Spelling	What is the difference between *there, their,* and *they're*?	53
Writing Conventions	What punctuation is inserted between lines of poetry?	53
Listening and Speaking	**Phrases for Conversation**	
	What phrases can you use to ask for or give advice?	54
Vocabulary Development	What is **figurative language**? Explain **personification.**	55
Grammar	Give an example of each type of pronoun.	56
	When is the simple past tense used?	57
Writing Support: Grammar	Give examples of a possessive noun, a possessive adjective, and a possessive pronoun.	59

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

Math Is Fun

1 Many students think that math concepts like fractions, decimals, and ratios are difficult. Your teacher can help you learn them with games, or teach you tricks to help you solve a certain equation. If you still think you'll never understand how to find a square root, Danica McKellar can help.

2 When McKellar, a television and theater actress, was in middle school, she was scared of going to math class. But once she learned that algebra and geometry can be fun, she decided to study mathematics at the University of California, Los Angeles. To show middle school students, especially girls, that math can be interesting and fun, she wrote a book that includes tips and sample equations. Also, McKellar's book shows students why learning math is important. Math, she says, can help you to understand things like sports averages, cooking recipes, and how to spend your money wisely.

3 McKellar shows that anyone who is scared of math is not alone. She hopes that with her help, all students will be able to score high on their next math quiz.

1 **What does the word concepts mean in the following sentence?**

> Many students think that math concepts like fractions, decimals, and ratios are difficult.

- **A** problem
- **B** piece
- **C** number
- **D** idea

2 **What is the heading of the passage?**

- **A** Danica McKellar
- **B** Fractions, decimals, and ratios
- **C** Math Is Fun
- **D** Mathematics

3 **According to the passage, how can knowing math help you in everyday life?**

- **A** It helps you to plan how much money you can spend.
- **B** It helps you to be on time.
- **C** It shows you how to eat healthy foods.
- **D** It helps you to be better at sports.

4 **What is the genre of this passage?**

- **A** lyric poem
- **B** novel
- **C** informational text
- **D** textbook

Writing Tip

Remember to begin your paragraph with a topic sentence. Include several sentences that give details to support the topic. Then write a conclusion.

Writing on Demand: Paragraph

Write a paragraph about your experience with mathematics. Talk about a particular time when you thought math was fun, or when you thought it was really difficult. How did that experience make you feel? **(20 minutes)**

Study Skill

Time management Students should determine the right amount of study time they need each day. Students should study in blocks of time that are appropriate for them. This amount of time will vary for each student. Study time can be broken up into smaller blocks of time for students who become restless after a short time and need more frequent breaks. Difficult material might also require shorter blocks of study time. It is also a good idea if this study time occurs at the same time every afternoon or evening. Students may find it helpful to keep a study diary for a week, noting how long it took to study each study subject. They can use this data to establish an appropriate amount of time for their regular study hours.

Unit 1 • Chapter 2 Check Your Progress

- **Assessment Book:** Unit 1, Chapter 2 Quiz
- **Teacher Resources** *ExamView®*: Unit 1, Chapter 2 Quiz
- **Milestones Tracker:** Unit 1, Chapter 2 Quiz
- **Workbook:** Assessment Practice Page

Assessment Practice

Test-Taking Strategies

Instruction

Say: *When you are answering a multiple-choice question, be sure to read all the possible answers before marking your choice. You might want to choose the first answer that sounds right. But sometimes the best answer is not the first option. Cross out the answers that you know are not correct and use the process of elimination to choose the best answer.*

Answers

1. D, 2. C, 3. A, 4. C

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret the writing prompt** ***Say:*** *When you read the writing prompt, look for the words that tell you what and how to write. They give you the information you need when you write your response. Which words give clues about* how *to write?* (paragraph) *Which words give clues about* what *to write?* (experience with mathematics). ***Say:*** *Check the key words as you write to make sure you do not forget anything.*
- **Organize quickly** Tell students to think about what experiences they have had doing mathematics. ***Say:*** *When you describe an experience, describe what happened and how you felt.*

Writing Tip Review

- **Revise** ***Say:*** *Look back at the writing prompt. Make sure that you included everything the prompt asks for. Did you write about an experience you had with mathematics? Did you tell how you felt?*
- **Edit** ***Say:*** *Make sure that your verbs agree with their subjects. In sentences with he/she/it as the subject, the verb usually needs -s or -es.*

Reading Fluency

Echo Reading "Math is Fun," paragraphs 1–3

Listening and Speaking Workshop

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

Make a Presentation About Word Origins

- **Review** ***Say:*** *The topic of this presentation is about* loanwords *from other languages. Be sure that the words you choose have an origin in a different language.*
- **Topic** Have students think about the loanwords they learned about in this unit. ***Ask:*** *Did these words make you think of other English words that come from different languages? What were they?*
- **Plan** ***Say:*** *Your presentation will be more interesting if it is about something you enjoy. After you have chosen a topic, brainstorm a list of words associated with it.* Have students use a dictionary or the Internet to figure out the origins of the words they have brainstormed.
- **Prepare for your presentation** ***Say:*** *Organize your research onto note cards. Put cards together by their place of origin. Put words together by language. This will help you to organize your presentation.*
- **Make your presentation about word origins** ***Say:*** *First explain what words you chose. Tell why you chose them. Explain what you found out about the words in your research. Give examples that show where the words are used.*
- **Respond to your classmates' presentations** Remind students that it is important to respect those who are giving presentations by being quiet and listening to what they say. Ask students to take notes. They can use the notes to ask relevant questions later.
- **Evaluate** Have students use the Self-Evaluation tool to analyze their presentations. They can use the Active Listening Evaluation as they listen to their classmates's presentations.

UNIT 1

Apply & Extend

Objectives

Listening and Speaking
Make a presentation about word origins

Media
Analyze persuasive language in advertisements

Writing
Write a response to literature

Projects

Independent Reading

Listening and Speaking Workshop

Make a Presentation About Word Origins

Topic

In this unit, you read about loanwords that are borrowed from another language. You will choose a topic and make a presentation about English words related to that topic that come from other languages.

1. **Plan**
   a. Choose a topic that interests you, such as sports, music, or food. Make a list of as many words as you can think of that relate to that topic.
   b. Use a dictionary or the Internet to investigate which words from your list have origins in other languages. For example, the word origin for *song* is 12th century Middle English, which came from the Old English word *sang*.
2. **Prepare for Your Presentation**
   Organize your research about words and their origins on note cards. Determine whether there are connections between any of the words by their languages of origin. Does finding out the origins of words help you to discover other words that are related to the topic?
3. **Make Your Presentation About Word Origins**
   a. Explain your topic and why you chose it.
   b. Share your research about the words related to your topic with your classmates. Use your note cards to help you, but do not read from them.
   c. Clarify your presentation with examples of how these words are used.
4. **Respond to Your Classmates' Presentations**
   Listen carefully as your classmates make their presentations. Take notes. When they finish their presentations, ask them questions about their topic and the words that they discussed.
5. **Evaluate**
   Use the **Speaking Self-Evaluation** to evaluate how well you presented your word origins. Use the **Active Listening Evaluation** to evaluate and discuss your classmates' presentations.

Differentiated Instruction • Listening and Speaking Workshop

Scaffolding

Have students number their note cards once they have arranged them in the order they want. Have them practice in front of a mirror so they can adjust how they deliver their oral presentations. Tell them that the more they practice, the more comfortable they will be with their material. They will then rely less on their note cards.

Extension

Tell students that in order to make their presentations more interesting, they should give example sentences that are interesting. For example, if their loanwords come from sports, their example could be a commentator talking about the game. If their examples are interesting to listen to, the listener will pay more attention.

Active Listening Evaluation
1. Your presentation was clear and easy to understand.
2. I understand more about the origins of words related to your topic.
3. The most interesting part of your presentation was _____ .
4. The presentation would have been better if _____ .

Speaking Self-Evaluation
1. I spoke slowly and clearly.
2. I made eye contact with my classmates while speaking.
3. My presentation was well organized.
4. I made good connections between my topic, the words related to it, and the words' origins.
5. I used examples to clarify my presentation.

Media Workshop

Analyze Persuasive Language in Advertisements

Advertisements often use **persuasive language** to try to convince you to buy a product or to persuade you to do something.

1. Look at various types of advertisements. Keep in mind that advertisements try to persuade you to do something.
   a. Find a magazine in your school library. Go through the magazine and look for advertisements.
   b. Watch a half-hour television program. Pay attention to the advertisements that appear during breaks in the program.
   c. Look at the advertisements that appear along the top and sides of a Web page.
2. Look at or listen to the words and phrases used in the advertisements. Make a chart like the one below to help you evaluate the advertisements you see.

What is the advertisement for?	What is the advertisement trying to persuade me to do?

3. Choose one advertisement. Think about these questions:
   a. What is the advertisement trying to persuade me to do? Is this something I would not do without seeing it?
   b. What words, phrases, or images does the advertisement use?
   c. Did the advertisement persuade me?
4. Present the advertisement to your class. Show it to your classmates or summarize it for them. Discuss whether it is persuasive or not.
5. With your class, make a list of words and phrases that often appear in advertisements.

Cultural Connection

Teach pronunciation If students are delivering a presentation of words that have origins in a language that they speak, have them teach the pronunciation of the words. This will give added interest to the reader. If the words are not in this language, have them ask a native speaker for help if possible.

Listening and Speaking Strategies

Progress-monitoring assignment Have students record their presentations. Then allow them time to listen to their own presentations. Have them listen for places that they need to speak more clearly and to see if they have included enough information. Have students record themselves one more time, making appropriate adjustments, and then listen again to see improvement.

Unit 1 Apply & Extend

Listening and Speaking Workshop (cont.)

Active Listening Evaluation

Critique presentation techniques Students should use the Active Listening Evaluation to give the speaker feedback about what he or she did well and what could be improved next time. Tell students to give positive feedback first, and then give suggestions for improvement. Have them use the Active Listening Evaluation rubric as a checklist as they listen to each presentation.

Speaking Self-Evaluation

- **Organization and delivery of oral communication** Students can use the Speaking Self-Evaluation rubric as they listen to their recorded presentations. Have them check off each point as they listen. They can use this to improve their presentations when they record them the second time.
- **Assess** After they have delivered the presentation to the class, students should reread the Speaking Self-Evaluation rubric. Using that and the comments of other students, have them think about what they need to work on next time.

Media Workshop

Analyze Persuasive Language in Advertisements

- **Analyze media sources** Discuss with students the ads that they see in magazines, on the Internet, on television, or that they hear on the radio. ***Ask:*** *What kinds of words to they use to get you interested? What kinds of images do you see with the product or service? What kinds of information do they include to interest you?* Explain that ads use persuasive words and images to convince the consumer.
- **Interpret a speaker's message** Have students choose one ad to analyze. ***Say:*** *Ads do two things. They inform you about a product or service, and they try to get you to buy it. Have students think about times that they heard an ad about a new product. Did they get interested? Why? What words or images did the ad use to make them interested?*

Reading Fluency

Repeated Reading Media Workshop

Writing Workshop

Instructional Routine for Writing
page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook, pages 429–469

Response to Literature Essay

- **Review** Remind students to use new vocabulary and grammar as it applies when writing their responses to literature.
- **Select a focus** ***Say:*** *Choose a book that you had a good connection with. This will help you to write well.*

Writing Prompt

Write responses to literature Read the writing prompt aloud. Have students restate the prompt in their own words to check comprehension. Then have students think of books that they have really enjoyed. Ask them to choose their favorite book to write about.

Prewrite

Support a position with evidence Explain that the model will help them organize their essays. Have them look for the main idea of each paragraph. Then have them model their writing with the same type of information. The first paragraph tells the name of the book and why the student chose it. The second paragraph discusses the theme and how the student related to the main character.

Write a Draft

Establish topic and ideas As students think about what they want to write, have them use a topic/detail web to keep track of what information should go in each paragraph. Ask them to write each of their main ideas in the middle of a sheet of paper. Have them write their reasons and examples around the main idea. Then ask them to express these sentences using varied sentence types. Remind students that their conclusion should restate the main idea from the introduction.

Writing Workshop

Write a Response to Literature

In a **response to literature**, you give your reaction to a literary work. Writing about literature is a way for you to share your personal feelings about what you read. A response to literature essay also shows how well you understand the characters and themes of a story.

Writing Prompt

In "Making Connections," you read about a character who discovered a book that was meaningful to him. Write a response to literature essay about a book that is meaningful to you. Write your response to literature essay in the present tense.

PREWRITE

1. Read the student model. It will help you understand how to write a response to literature essay.
2. Make a list of books that have personal meaning to you.
3. Choose the book from your list that is most meaningful to you.
4. Think about the following questions. Take notes on your ideas.
   a. Who are the characters in the book?
   b. What is the plot of the book?
   c. What is the theme of the book?
   d. What do I like about the book?
   e. Why does the book have personal meaning for me?
5. Make an outline of your essay. Your outline should also include details from the book.

WRITE A DRAFT

1. Write the introduction. Give the title and author of the book and explain briefly what it is about. Include a sentence explaining why the book is important to you.
2. The body of your essay should be two or three paragraphs. Each paragraph should focus on a different reason that the book is important to you. Support your reasons with examples from the book and from your own life.
3. Write the conclusion. The conclusion should restate the main idea you expressed in your introduction.

Differentiated Instruction • Writing Workshop

Scaffolding

Explain that a response to literature asks students to write what their thoughts and feelings were. Have students think of examples from the text. Then have them write what their thoughts and feelings were about each one. Students can write the example at the top and then brainstorm a list of what they thought and felt beneath it. Have them use these notes as they organize their writing.

Extension

Remind students that they need to show how they connect to the main character. Have them think of examples from their lives that were like the main character. Have them use the stories of their own lives along with the stories from the literature to draw parallels. Remind them to look to the student model for examples.

Writing Workshop (cont.)

Student Model

- **Follow appropriate structure** Point out that the title of the student essay uses the title of the book in a clever way. It mirrors the language of the title to make a connection to the reader. ***Say:*** *This makes the essay interesting right from the beginning. It tells the point of the essay.* Have students think of titles that tell the reader what their essays will be about. The introduction presents the student's ideas about what themes in the book mirrored themes in his own life. The following paragraphs explain each theme and give examples from the book and the student's life. Read the main idea from the first and last paragraphs. ***Say:*** *In the first paragraph the student writes "it focuses on many themes that have been important in my own life." In the last paragraph, the student writes "it deals with so many issues that I have dealt with in my own life."* Remind students to repeat the main idea from the introduction in the conclusion.
- **Essay structure** Have students look at their drafts and make sure that all of their ideas are connected. Students have many choices to connect ideas. They can focus on the themes from the story and choose one theme for each paragraph. They can write about the beginning, middle, and end of the story and choose one paragraph for each section. They can write about occasions in their own life in chronological order and use the examples from the text to connect them. Remind students to choose one way of organizing their work and to stick with it.

Reading Fluency

Reading Words in Chunks Student Model, first three paragraphs

Writing Strategies

Support opinions Have students use a two-column chart to organize their examples and how they responded to it. Have them write the example from the literature in the first column. In the second column, have them write what association they made from it in their own lives. Have students use the chart to support their opinions with evidence.

Reteach and Reassess

Support main idea with facts, details, examples, and explanations After students finish writing, have them reread their work and check to make sure they have the following elements: The first paragraph should have a main idea. Examples and supporting details go in the following paragraphs. The final paragraph should restate the main idea.

Student Model

Rodrigo Ayala

The Call of the Wild Calls to Me

Main idea of the essay

Introduction

A book that is meaningful to me is The Call of the Wild by Jack London. The novel is about a dog named Buck who is forced to be a sled dog during the Gold Rush in Canada. The Call of the Wild is special to me because it focuses on many themes that have been important in my own life, such as change, survival, and loyalty.

Body

One theme I really understand from The Call of the Wild is the difficulty of adapting to change. Buck is kidnapped from his owner in California, where he had an easy life. He is sold to traders who make money selling dogs to people in search of gold in the Klondike. These people need dogs to pull their sleds across the snow and ice. When Buck becomes part of a dogsled team, his life becomes hard. Not only is he in a challenging new environment, but he also has to adjust to a new life as a sled dog. Buck's struggles remind me of the hard time I had when I moved here with my family from El Salvador.

Personal connection to the book

Even though Buck's new life is hard, he learns how to survive in the Klondike. He defends himself against other dogs, finds food, and stays warm. The Call of the Wild shows that sometimes life can be hard, and we must learn new skills to survive. An important skill I learned in the United States was learning to speak English.

Another theme in The Call of the Wild that I identify with is loyalty. Buck becomes very loyal to his new owner, John Thornton, when Thornton saves the dog from a man named Hal. I understand Buck's loyalty, because when I was struggling, my sixth-grade teacher helped me. I am still grateful for her help, and I have stayed in touch with her.

Main idea restated

Conclusion

The Call of the Wild has a lot of meaning for me because it deals with so many issues that I have dealt with in my own life. The Call of the Wild's themes of change, survival, and loyalty will be familiar themes for anyone who has a hard time adapting to a new situation.

Writing Workshop (cont.)

Revise

- **Support opinions** ***Say:*** *To support your introduction statement, use examples from the book and your own life. The essay must show the listener how you have connected with the story.* Have students look at their drafts. Did they include enough examples that show why they chose their book?
- **Correctly use simple sentences** Remind students that their verbs must agree with their subject in the present and past tense.
- **Formatting** Remind students that paragraphs help divide ideas logically and add focus to the essay. Show that paragraphs are visually organized by indenting the first line.

...

...e a thesaurus, edit, and revise ***Say:*** *Editing means reading something and finding ways to make it better, more interesting, or easier to understand. Sometimes I repeat the same words. I can use a thesaurus to help me find other descriptive words.*

... Review Checklist

...vide details As students peer edit, remind them to evaluate the work based on each of the five points. Remind students that every piece of writing can be improved. Give them a model paragraph with mistakes in organization, writing conventions, and spelling. Have students identify ways the paragraph can be improved. Make sure they give constructive feedback in a positive way. For example, *I think there should be another example of how the main character is like the student. It will help to explain why she chose this book.*

...sing and Editing Checklist

...op interpretations that exhibit careful ...ing Have students check to make sure their examples clearly show a connection between their book and their lives. Ask them to think about their audience, and if they can relate to this book.

Reading Fluency

...horal Reading Revising and Editing Checklist (in Writing Workshop)

Publish

...xplain and clarify Explain to students that here, *publish* means *share with others.* ***Say:*** Publish *means to make what you write available for other people to read. You should make a clean copy of your essay with all the mistakes fixed. Then other people can read it.*

UNIT 1

Apply & Extend

REVISE

1. Read through your essay. Use the **Revising and Editing Checklist** to help you evaluate and revise your draft.
2. Exchange your revised essay with a partner. Ask your partner to use the **Peer Review Checklist** to help you make your draft better.
3. Revise your draft again based on your partner's suggestions.
4. Use the **editing and proofreading symbols** on page 455 to help you mark the changes you want to make.

EDIT

1. Re-evaluate your essay using the **Revising and Editing Checklist.**
2. Fix any errors in grammar, spelling, and punctuation.

Peer Review Checklist

1. The essay includes a brief description of the book's plot.
2. The essay helped me understand why the book is meaningful to the writer.
3. The essay includes examples from the book.
4. The most interesting thing I learned from this essay is _____ .
5. This essay would be better if _____ _____ .

Revising and Editing Checklist

1. My essay includes an introduction.
2. My essay explains why the book is meaningful to me.
3. I gave reasons that explain why the book is important to me.
4. I drew parallels between the book and my own life.
5. I used the present tense and the past tense correctly, and my verbs agree with my subjects.

PUBLISH

1. Write your essay in your best handwriting or use a computer.
2. Read your essay to the class. Read clearly and slowly enough so that everyone can understand you. Change the level of your voice to express the important ideas in your essay.
3. Ask classmates who have also read the book to share their feelings about your essay.

Differentiated Instruction • Projects

Scaffolding

Remind students that spoken languages are always changing. Have them think about the kinds of technology that have been invented in the last decade. Before their invention, those words did not exist. Help students to brainstorm a list of new words that come from technology. Have them use Internet resources if they become stuck.

Extension

Explain that online dictionaries add new words. Their Web sites often explain how these words are added and why. Have students access these Web sites to find out the process by which new words are added to dictionaries.

Projects

Choose one or more of the following projects to explore the theme of language further.

PROJECT 1

Learn About American Sign Language.

American Sign Language (ASL) is a system of hand symbols used by many people who cannot hear. Sign language allows them to communicate.

1. Work with a partner. Use library resources or the Internet to find a guide that shows basic ASL signs.
2. With your partner, practice using some of the signs. Try to use signs to form a simple sentence.
3. Present your sentence to the class. One partner will sign the sentence while the other translates it into spoken English. Try to figure out your classmates' signs before they are translated.
4. Discuss with the class what you think it would be like to use sign language as your main form of communication. Do you or does someone you know use sign language on a regular basis? If so, share your experiences with the class.



PROJECT 2

Make a Chart About Recent Additions to the English Language.

1. In your classroom, your library, or on the Internet, find a dictionary that includes the year or approximate year that a new word became official. Many word listings use parentheses to identify the year that a word was first recognized.
2. Look for words that were added after 2000.
3. After you identify five words, make a list of your findings. Create a chart that gives the word, its definition, and the year it became official.
4. Present your findings to the class. Discuss why you think each word became official in the year that it did.

PROJECT 3

Interview People About the Languages They Speak.

1. Ask your family, your friends, and your neighbors which languages they speak. How many different languages can you find? How and why did they learn those languages?
2. Write all the languages across the top of a chart. Under each language, list the people who speak that language.
3. Write a paragraph describing what you learned. Did you find out anything new about the people you know?
4. Present your paragraph to the class.

Cultural Connection

Extension Have students poll people in their neighborhood about the kinds of languages they speak. They can create two columns for the languages that people speak well and languages they know just a little about. These can be languages of their families or languages that they learned at school. Have students share their findings with the class.

Grouping Strategies

Independent practice Explain that in sign language, people don't spell out their names. They use an identifying trait as the sign for themselves. For example, someone with big hair, might use the sign for *hair* as their name. Have students come up with sign language names for themselves based on a physical or personality trait. Allow students to share their signs with the class.

Unit 1
Apply & Extend

Projects

PROJECT 1: Learn About American Sign Language.

- **Prepare to give a presentation** Have students organize what they found out about sign language on index cards. This will help them as they present their findings to the class.
- **Draw conclusions** To help them think about what it would be like to use sign language as their main form of communication, have a silent hour in class where students can only use signs. At the end of the hour, have students discuss the advantages and disadvantages of using this type of language.
- **Practice and present** Have students practice their sign language sentences before they present them. Explain that the more they practice, the easier their presentation will look.

Reading Fluency

Paired Reading Project 1

PROJECT 2: Make a Chart about Recent Additions to the English Language.

Analyze media as sources of information As students find out about new words, have them find ways that those words are being used. That will help them to determine why the words have been added to the language. Encourage students to come up with sentences that use those words to better explain their meanings.

PROJECT 3: Interview People About the Languages They Speak.

Ask questions to elicit information Have students think about the kinds of questions that they will use in their interviews. ***Say:*** *You should think of what you want to know. That will help you to write good questions.* Students' questions might include, *How many languages do you know? What are the languages you know? When did you learn that language? Who taught you to speak _____? How often do you use that language?* Have students take a list of their questions on their interviews so that they do not forget them.

Independent Reading

Teacher Resources: Graphic Organizers: Reading Log

- **Use the library** Tell students that they can find other books that relate to the theme *languages* by using a library's catalog. The catalog's computer database contains information on all the books in a library and sometimes in other libraries within a network. Students can do a key word search to find titles about language. They can also do a search based on the theme of one of their readings such as *personal response to literature*.
- **Read summaries** Tell students to read the summaries that come up under the titles of the books. The summaries contain information about the books. This will tell them if the search found appropriate titles. If their search did not find what they want, have them change the key words that they used in the search box and try again.
- **Write a review** Explain that a book review tells what the book is about. It also tells what the reviewer things about the book. ***Say:*** *You can get a good idea of whether or not you want to read a book from the review.* Have students write reviews of books they have read. They should begin by summarizing the book and then tell how they felt about it. Students should use specific examples from the books. They can quote something a character said or describe a particular scene and what they thought of it. Remind students that they should not give away the ending of the stories in their reviews.
- **Reading Log** Have students keep a **Reading Log** of their independent reading. Explain that a log is like a journal. It is a way to record their thoughts, ideas, and reactions to a book. It also keeps track of how many pages students read each day. Students can use the log to set reading goals for themselves. Their logs will remind them of what they have read and what their response was to each book. Have students turn in these logs regularly to monitor their progress and comprehension.

Apply & Extend

Heinle Reading Library

A Tale of Two Cities by Charles Dickens

In a specially adapted version by Marion Leighton

This famous novel takes place in the cities of London and Paris during the late 18th century. Set against the backdrop of the French Revolution, and filled with spies, angry mobs, and political prisoners, the novel explores the themes of love, friendship, and loyalty. Dickens expertly captures the language of people from different social classes on every page of this classic novel.

Independent Reading

Explore the theme of language further by reading one or more of these books.

Breaking Through by Francisco Jiménez, Houghton Mifflin Company, 2001.

Fourteen-year-old Francisco and his family are determined to make a living when they arrive in California from Mexico. They struggle to stay together and deal with many challenges, such as prejudice, poverty, and long hours of hard labor. Francisco and his family teach each other English, are encouraged by their teachers, and learn to adapt to their new life in California.

Sweet Words So Brave: The Story of African American Literature by Barbara K. Curry, Zino Press, 1996.

In this book, an elderly man tells his granddaughter some of the inspiring tales behind African-American literature, bringing to life the stories of these authors. A recommended reading list is also provided.

Locomotion by Jacqueline Woodson, Putnam Publishing, 2003.

This book of poems tells the story of an 11-year-old boy named Lonnie. After Lonnie's parents die, he and his sister are separated and sent to live on opposite sides of the city. As Lonnie gets used to a new life with his foster mother, his teacher helps him learn to express his feelings through poems.

The Music of Dolphins by Karen Hesse, Scholastic Inc., 1998.

When four-year-old Mila loses her family in a plane crash over the ocean, a family of dolphins adopts her and cares for her until she is found 13 years later. Once she is living on land again, she must relearn human language and behavior and decide which world she is happiest to live in.

The Ink Drinker by Éric Sanvoisin, Dell Yearling, 1996.

The main character of this novel is a boy who hates to read, but must spend all summer in his father's bookstore. When he sees an unusual customer drinking the words from the books, the adventures of the book vampire begin. Read to find out what the boy learns about the powerful effect a book can have.

Milestones to Achievement

Writing: Revise and Edit



Read this rough draft of a student's lyric poem, which may contain errors. Then answer Questions 1 through 4.

Bilingual Brothers

(1) We are bilingual, my brother and I.
(2) When we buy food with our's mamá
(3) or go to school on the bus,
(4) I speak English without any fuss.
(5) But when we're at home just hanging around,
(6) we speak spanish in voices soft or loud.
(7) And when we're together without much to do,
(8) my brother and I speaks whatever we choose.

1 How can you correct line 2?
- A Change *our's* to *ours*.
- B Change *our's* to *our*.
- C Change *our's* to *our is*.
- D Change *our's* to *of us*.

2 How can you improve line 4?
- A Change *I* to *we*.
- B Change *I* to *me*.
- C Change *I* to *my*.
- D Change *I* to *mine*.

3 How can you correct line 6?
- A Change *we* to *We*.
- B Change *speak* to *Speak*.
- C Change *spanish* to *Spanish*.
- D Change *loud* to *Loud*.

4 How can you correct line 8?
- A Change *speaks* to *speaking*.
- B Change *speaks* to *speaked*.
- C Change *speaks* to *spoke*.
- D Change *speaks* to *speak*.

Writing on Demand: Lyric Poem

Write a lyric poem about the language or languages you speak. You may want to tell where and when you speak the language(s), and how it feels to speak them. You may want to personify, or give human traits and abilities to, the language(s). Use both the simple present and the simple past tense. **(20 minutes)**

Unit 1
Milestones to Achievement

- **Assessment Book:** Unit 1 Exam
- **Teacher Resources:** *ExamView®*: Unit 1 Exam
- **Milestones Tracker:** Unit 1 Exam
- **Workbook Assessment Practice Pages**

Writing: Revise and Edit

- **Grammar and usage** ***Say:*** *Possessive pronouns must agree in gender and number with the subject or object. Possessive pronouns do not use apostrophes.*
- **Semantic features of English** Review pronouns with students. Remind students that the first person uses *I*, *we*, *us*, and *our*. Have students identify the first person pronouns in the poem "Bilingual Brothers."

Answers
1. B; 2. A; 3. C; 4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Read and interpret writing prompt** Explain that students should always look for what kind of information the prompt asks them to write. Point out the words *lyric poem* and *languages you speak*. This tells students that they are being asked to write a poem. It also tells that the subject of the poem is language.
- **Revise** Some students will have difficulty with correct noun-pronoun agreement. Remind students that subjects and verbs should always agree in number. A plural subject needs a plural verb, for example. ***Say:*** *Sometimes the subject is a pronoun. A pronoun takes the place of a noun. The pronoun uses the same number and gender as the noun.*
- **Edit** Remind students that a lyric poem uses rhythm (meter) and rhyme. Students may also want to include stanzas. ***Say:*** *These are breaks like paragraphs in a poem. Use them to make your poems easier to read.*

Reading Fluency

Reading Poetry Aloud (*after* making necessary corrections to grammatical mistakes) "Bilingual Brothers"

Reading

- **Discern main ideas** Remind students that an informational text presents points and supporting ideas. Have students look for the main idea in each paragraph. Remind students that the main idea does not necessarily come at the beginning of a paragraph. Have students find the details that support the main idea. Direct students to look at page 65 for a main idea that doesn't appear at the beginning of a paragraph.
- **Reteach using context clues** Have students look for context clues to explain unfamiliar words. Remind them that using context clues from the surrounding sentence(s) will help them figure out the meaning of an unknown word. Direct students to look at page 46 for more information about identifying context clues.
- **Identify chronological order** Have students look at the timeline at the bottom of the page. Discuss how the timeline supports the text. *Ask: What information does this timeline give? Does this help you to understand the text better? Why do you think the author included the timeline?*
- **Review chronological order** Some students may have difficulty understanding chronological or narrative order. Have them create timelines as a review. Tell these students to use a piece of paper turned lengthwise and draw a horizontal line through the middle. Have them mark and label their birth year on the left side. Have them mark and label five important dates along the timeline. (birthdays, birth of siblings, date of coming to the U.S., date of starting specific grades) Have them end the timeline with the date of today's lesson. Have volunteers tell about the events on their timelines in chronological order.

Reading Fluency

Paired Reading "The History of English," paragraphs 1–5

Reading

Read this informational text. Then answer Questions 1 through 8.

The History of English

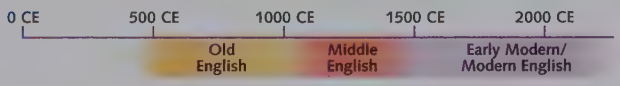
1 Languages, like cultures and countries, have histories. The history of a language can be difficult to trace, or find the origin of. Most languages are formed from and influenced by other languages. It is sometimes difficult to tell where one language ends and another begins. English is an example of a language that has a long history. Formed from ancient languages and influenced by modern languages, English is always changing.

2 The native people who lived in what is today Ireland, England, Scotland, and Wales spoke Celtic languages. Around the 5th century, Germanic tribes from northern and central Europe came to this area, and from the mix of Germanic dialects, or types of speech, English was born. The Germanic tribes also introduced many Latin words that they used in their language. Language historians call this Old English.

3 In the 11th century, the Normans, who spoke a dialect of Old French, invaded these countries. They used their language in the courts and government. Common people still spoke Old English. However, the Norman French influenced their vocabulary and the way they formed their verbs and sentences. This time period of the English language is known as Middle English.

4 By the 16th century, Norman French was no longer used. The sentence and verb structures and the pronunciation of the English language became more similar to what they are today.

5 Today, the English language continues to evolve at a fast pace. People all over the world speak English. They take ideas and concepts from the languages that they speak and incorporate them into the English language. English is a universal language, not only because people around the world use it to speak to each other, but because it is influenced by languages everywhere.



1 What does the word evolve mean in the following sentence?

> Today the English language continues to evolve at a fast pace.

- **A** change
- **B** speak
- **C** break
- **D** write

2 What does the word universal mean in the following sentence?

> English is a universal language, not only because people around the world use it to speak to each other, but because it is influenced by languages everywhere.

- **A** powerful
- **B** used always
- **C** spoken
- **D** existing everywhere

3 What dialects did Old English come from?

- **A** Greek
- **B** French
- **C** Germanic
- **D** Roman

4 Which language influenced Middle English the most?

- **A** German
- **B** Norman French
- **C** Latin
- **D** Greek

5 How is the timeline helpful in understanding the reading?

- **A** It tells you what people spoke before they spoke English.
- **B** It shows you how long people in the United States have been speaking English.
- **C** It gives you a better idea of how long each stage of English lasted.
- **D** It helps you to imagine how much longer in the future English will be spoken.

6 Which statement is true about the verb tenses of paragraph 2?

- **A** All the sentences except the last are in the present tense.
- **B** The last sentence is in the present tense.
- **C** All the sentences except the first are in the present tense.
- **D** The first sentence is in the present tense.

7 Which is an example of personification?

- **A** The native people who lived in what is today Ireland, England, Scotland, and Wales spoke Celtic languages.
- **B** From the mix of Germanic dialects, or types of speech, English was born.
- **C** They used their language in the courts and government.
- **D** People all over the world speak English.

8 Which of the following words from the passage has a Latin root?

- **A** English
- **B** because
- **C** Norman
- **D** described

Unit 1
Milestones to Achievement

- **Review verb tenses** Some students may have difficulty finding the verb tense of a main verb. Review how to identify the main subject and the main verb. Then have them look at the following sentences. ***Say:*** *Sometimes the main subject and the main verb are hidden in the sentence. You must decide what the main subject is first. Then look for what the action of the subject is. Underline the subject once and the verb twice in these sentences. Then identify the verb tense: simple present or simple past.*

1. These days, my best friend Joe who moved here from Texas studies English really hard. (Joe/studies/present)
2. Last year, my Spanish teacher liked to speak only Spanish. (teacher/liked/past)

Help students to identify time words such as "these days" or "last year" to help them decide on the verb tense used.

- **Reteach and reassess figurative language** For students who are having trouble with *personification*, remind them that personification gives human traits and abilities to non-human things. ***Say:*** The wind howled around the windows that evening. ***Ask:*** *Can the wind howl like a person?* (no) Discuss the picture students have of the wind "howling." Read the following sentences and have students identify the personification in each sentence. ***Say:***

1. The grass tickled the nose of the rabbit.
2. The books waited patiently for the students.
3. The country road rose up to meet me.

Direct students to page 55 in the student book for more information on personification.

- **Reteach word origins** For students who are having trouble with identifying Latin roots, ***say:*** *It can be helpful to know Latin roots.* Many English words have Latin roots. Write these Latin roots on the board: *-scrib (write), -port (carry), -gress- (walk), -rupt (break).* Have students underline the root and then write the word under the related heading.

-scrib: transcribe, scribble; ***-port:*** *portable, support;* ***-gress-:*** *transgress, progress;* ***-rupt:*** *bankrupt, erupt*

Direct students to page 29 in the student book for more information.

Answers
1. A; 2. D; 3. C; 4. B; 5. C; 6. B; 7. B; 8. D

UNIT 2 Materials: Chapter 1

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizer: Cluster Map
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 2, Chapter 1
ExamView Assessment: Unit 2, Chapter 1 Quiz

Assessment Book
Unit 2, Chapter 1 Quiz

Milestones Tracker
Unit 2, Chapter 1

Audio Program
CD 1, Tracks 6–7

Student Book
Unit 2, pp. 72–99
Milestones Handbook, pp. 429–469

Workbook
Unit 2, Chapter 1, pp. 69–88

Independent Practice CD-ROM
Unit 2, Chapter 1

Heinle Reading Library
Great Expectations, Charles Dickens

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones C Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 1		
1	Student Book	Pre-assess 10 MIN. Unit Opener (pp. 72–73) 40 MIN. Explore the Theme (p. 73) 40 MIN. Theme Activity (p. 73) 40 MIN. Chapter Focus Question (p. 74) 10 MIN.		Choral Reading *Explore the Theme, questions (p. 73)
2	Student Book, Workbook	About the Reading (p. 74) 15 MIN. Build Background (p. 75) 40 MIN. Use Prior Knowledge (p. 75) 40 MIN. Vocabulary From the Reading (p. 76) 45 MIN.	Workbook (p. 69)	Paired Reading *Build Background (p. 75)
3	Student Book, Workbook	Academic Vocabulary (p. 77) 45 MIN. Reading Strategy (p. 77) 40 MIN. Text Genre (p. 78) 35 MIN. Meet the Author (p. 78) 20 MIN.	Workbook (p. 70)	Reading Words in Chunks *Meet the Author (p. 78)
4	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 78) 15 MIN. Reading Selection (pp. 79–83) 125 MIN.	Workbook (p. 71)	CD Assisted Reading *"Behind the Mountains," paragraphs 1–4 (p. 79)
5	Student Book, Workbook, Audio Program	Reading Selection (pp. 79–83) 140 MIN.	Workbook (p. 72)	Echo Reading *"Behind the Mountains," paragraph 21–24 (p. 83)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
6	Student Book, Workbook	Apply the Reading Strategy (p. 84) 45 MIN. Academic Vocabulary (p. 84) 45 MIN. Reading Comprehension Questions (p. 85) 30 MIN. Literary Element (p. 85) 20 MIN.	Workbook (p. 73)	Reading Words in Chunks *Literary Element (p. 85)
7	Student Book, Workbook	About the Reading (p. 86) 20 MIN. Build Background (p. 86) 20 MIN. Vocabulary From the Reading (p. 86) 30 MIN. Reading Strategy (p. 87) 40 MIN. Text Genre (p. 87) 30 MIN.	Workbook (pp. 74–76)	Choral Reading *Text Genre (p. 87)
8	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 87) 15 MIN. Reading Selection (pp. 88–90) 105 MIN. Reading Comprehension Questions (p. 91) 20 MIN.	Workbook (p. 77)	CD Assisted Reading *"The "Changes of State are Physical Changes," paragraphs 2–4 (p. 88)
9	Student Book, Workbook	Spelling (Workbook p. 78) 15 MIN. Writing Conventions (Workbook p. 79) 15 MIN. Connect Readings 1 and 2 (p. 91) 20 MIN. Listening and Speaking (p. 92) 60 MIN. Reading Fluency (p. 93) 30 MIN.	Workbook (pp. 78–79)	Paired Reading *Listening and Speaking (p. 92)
10	Student Book, Workbook	Vocabulary Development (p. 93) 20 MIN. Grammar (pp. 94–95) 80 MIN. Grammar Expansion (Workbook pp. 83–84) 40 MIN.	Workbook (pp. 80–84)	Repeated Reading *Vocabulary Development (p 93)
11	Student Book, Workbook	Writing Assignment (pp. 96–97) 60 MIN. Writing Support (p. 97) 20 MIN. Progress Check (pp. 98–99) 60 MIN.	Workbook (pp. 85–88) Have students study for the Chapter 1 Quiz.	Echo Reading *Student Model (p. 96)
12	Assessment Book	Chapter 1 Assessment (Assessment Book, Unit 2, Chapter 1 Quiz) 140 MIN.		Echo Reading *"Going Home Again," paragraphs 1–3 (p. 99)

Teacher's Edition
Staff Development Handbook, pp. Txxi–Tliv
English-Spanish Cognates/False Cognates, pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Word Squares, Vocabulary Log, Cluster Map, Outline, Word Web, Venn Diagram
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 2, Chapter 2
ExamView Assessment: Unit 2, Chapter 2 Quiz
ExamView Assessment: Unit 2 Test
Rubrics: Rubric for Speaking Assessment, Rubric for Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 2, Chapter 2 Quiz
Unit 2 Test

Milestones Tracker
Unit 2, Chapter 2

Audio Program
CD 1, Tracks 8–9

Student Book
Unit 2, Chapter 2, pp. 100–127
Unit 2, Apply & Extend, pp. 128–134
Unit 2, Milestones to Achievement, pp. 135–137
Milestones Handbook, pp. 429–469

Workbook
Unit 2, Chapter 2, pp. 89–108

Independent Practice CD-ROM
Unit 2, Chapter 2

Heinle Reading Library
Great Expectations, Charles Dickens

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones C Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 2		
13	Student Book, Workbook	Chapter Focus Question (p. 100) 10 MIN. About the Reading (p. 100) 15 MIN. Build Background (p. 101) 30 MIN. Use Prior Knowledge (p. 101) 40 MIN. Vocabulary From the Reading (p. 102) 45 MIN.	Workbook (p. 89)	Reading Words in Chunks *Build Background (p. 101)
14	Student Book, Workbook	Academic Vocabulary (p. 103) 50 MIN. Reading Strategy (p. 103) 50 MIN. Text Genre (p. 104) 40 MIN.	Workbook (p. 90)	Repeated Reading *Reading Strategy (p. 103)
15	Student Book, Workbook, Audio Program	Meet the Author (p. 104) 20 MIN. Reading Focus Questions (p. 104) 15 MIN. Reading Selection (pp. 105–109) 105 MIN.	Workbook (p. 91)	CD Assisted Reading *"Crisis of Government," paragraphs 1–4 (pp. 105–106)
16	Student Book, Workbook, Audio Program	Reading Selection (pp. 105–109) 140 MIN.	Workbook (p. 92)	Reading Words in Chunks *"Crisis of Government," paragraphs 11–12 (p. 109)
17	Student Book, Workbook	Apply the Reading Strategy (p. 110) 45 MIN. Academic Vocabulary (p. 110) 45 MIN. Reading Comprehension Questions (p. 111) 30 MIN. Text Element (p. 111) 20 MIN.	Workbook (p. 93)	Echo Reading *Text Element (p. 111)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
18	Student Book, Workbook	About the Readings (p. 112) 15 MIN. Build Background (p. 112) 15 MIN. Vocabulary From the Reading (p. 112) 30 MIN. Reading Strategy (p. 113) 30 MIN. Text Genre (p. 113) 30 MIN. Meet the Author (p. 113) 20 MIN.	Workbook (pp. 94–96)	Paired Reading *Build Background (p. 112)
19	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 113) 15 MIN. Reading Selections (pp. 114–118) 105 MIN. Reading Comprehension Questions (p. 119) 20 MIN.	Workbook (p. 97)	Readers Theatre *"A Shot at It" (pp. 114–115)
20	Student Book, Workbook	Spelling (Workbook p. 98) 15 MIN. Writing Conventions (Workbook p. 99) 15 MIN Connect Readings 1 and 2 (p. 119) 20 MIN. Listening and Speaking (p. 120) 60 MIN. Reading Fluency (p. 121) 30 MIN.	Workbook (pp. 98–99)	Paired Reading *Listening and Speaking (p. 120)
21	Student Book, Workbook	Vocabulary Development (p. 121) 20 MIN. Grammar (pp. 122–123) 80 MIN. Grammar Expansion (Workbook p. 103–104) 40 MIN.	Workbook (pp. 100–104)	Repeated Reading *Vocabulary Development (p. 121)
22	Student Book, Workbook	Writing Assignment (pp. 124–125) 60 MIN. Writing Support (p. 125) 20 MIN. Progress Check (pp. 126–127) 60 MIN.	Workbook (pp. 105–108) Have students study for the Chapter 2 Quiz.	Echo Reading *Student Model (p. 124)
23	Assessment Book	Chapter 2 Assessment (Assessment Book, Unit 2, Chapter 2 Quiz) 140 MIN.		Reading Words in Chunks *"Additions to the Constitution," paragraphs 1–3 (p. 127)
		APPLY & EXTEND		
24	Student Book, Workbook	Listening and Speaking Workshop (pp. 128–129) 120 MIN. Media Workshop (p. 129) 20 MIN.	Prepare Media Workshop (Student Book p. 129)	Paired Reading *Media Workshop (p. 129)
25	Student Book, Workbook	Media Workshop (p. 129) 120 MIN. Writing Workshop (pp. 130–132) 20 MIN.	Prepare Writing Workshop (Student Book pp. 130–132)	Readers Theatre *Student model (p. 131)
26	Student Book, Workbook	Writing Workshop (pp. 130–132) 120 MIN. Projects (p. 133) 20 MIN.	Prepare Project (Student Book p. 133)	Choral Reading *Revising and Editing Checklist (p. 132)
27	Student Book, Workbook	Projects (p. 133) 140 MIN.		Paired Reading *Project 3 (p. 133)
28	Student Book, Workbook	Milestones to Achievement (pp. 135–137) 110 MIN. Review 30 MIN.	Have students study for the Unit 2 Test.	Echo Reading *"A Difficult Transition" (p. 135)
29	Assessment Book	Unit 2 Assessment (Assessment Book, Unit 2 Test) 140 MIN.		Paired Reading *"A Season of Changes" (p. 136)

UNIT 2
Preview the Unit

Preteach and Prepare

Preteach

Preview Ask questions to help students understand the idea of transitions. ***Say:*** *A transition is a change.* ***Ask:*** *What changes have you gone through in your life?* (Answers should reflect life changes such as *I went to a new school. I became a big brother. I moved to a new country.*)

Vocabulary

- **Build background** Have students list their transitions. Ask students to share their lists with a partner.
- **Ask questions to develop vocabulary** Ask leading questions to help students learn about transitions. For example, ***Ask:*** *How old were you when you went through that transition?* (5 years old) *Were you happy about the change?* (Yes, I was excited.) *How did it affect your family?* (My family had to move to a new place.) *What did you learn from it?* (I learned that I can meet new people anywhere I live.)

Grammar

In this chapter, students learn about the present and past progressive tense. ***Say:*** *Can you tell me what you are doing right now?* (I am listening; I am studying; I am reading.) *We use the present progressive verb tense to tell what we are doing now. We use the past progressive verb tense to tell what we were doing in the past. For example, last night I was walking my dog with my neighbor. We'll learn more about these verb tenses in this chapter.*

Interpret the Image

- **Preteach** ***Say:*** *In this unit, we read about transitions. Many people in this room have gone through enormous changes such as moving to a new country and learning a new language.* ***Ask:*** *What kind of transitions do you see in the photos on this page?* (The graduates are celebrating leaving school. The family is packing/unpacking to move from/into their home. The insect is becoming a butterfly. It is coming out of its cocoon.)
- **Relate to personal experience** ***Ask:*** *How did you feel when you moved to a new place?* (uneasy, frightened, excited) *What things or people made the experience better for you?* (My grandmother let us live in her home and she was kind to us.)
- **Critical viewing** Have students work in pairs to write captions for the images on the spread. Then invite them to share their captions with the class.



Differentiated Instruction • Explore the Theme

Scaffolding

Explain that a transition can be simple and predictable. ***Say:*** *Night changes to day as the sun comes up. Rain changes to snow as it gets cold. People go through transitions all the time. Think about what you were doing last year. You have probably made some important transitions that you might not have noticed.* Have students explain what a transition is in their own words.

Extension

Explain how to use a thesaurus. Then have students use it to find synonyms for the word *transition.* Make a list of students' suggestions on the board (change, passage, alteration, shift).

Transitions

UNIT 2

Explore the Theme

1. Based on the images, how would you describe a **transition**?
2. Describe the **transitions** you see in the images.

Theme Activity

With a partner, discuss the many kinds of transitions that people experience in life. Use the chart below to list a few of them.

From		To
summer vacation	→	first day of school
winter	→	spring
	→	
	→	
	→	





Home Connection

Clarify spoken ideas Have students ask family members to explain a transition they have been through during their lives. The transition may be a move to a new country, a job change, or a change of family circumstances. Encourage students to share the examples and explain why they are transitions to the class.

Arts Connection

Create media Have students work in pairs to pages from a magazine or a textbook using the pictures on this spread. Ask them to write captions for the images, along with text that describes them. Then invite them to share their pages with their class.

UNIT 2 Preview the Unit

Explore the Theme

Teacher Resources: Graphic Organizers: Cluster Map

- **Teacher modeling** Demonstrate the theme of transitions. ***Say:*** *I am teaching this class.* Then put your coat on and pick up your bag. ***Say:*** *I've just made a transition. I was teaching. Now I'm ready to go home.* Explain that many transitions are unimportant, like putting on your coat. Others are quite important, such as changing your job. Tell students that transitions are the main idea in this chapter.
- **Graphic organizer** Use a **Cluster Map** to discuss transitions. Give an example using the graduates. Write *graduation* at the center of the cluster map. Then ask students to support the main idea with supporting words that relate to the transition from student to graduate. (new job, college, move away from home, etc.)

Reading Fluency

Choral Reading Explore the Theme questions

Sample Answers

1. a transition is a change from one condition to another.
2. Sample answers: students graduating; a butterfly emerging; a family moving in to a new home; leaves of trees changing colors

Theme Activity

Guided application Have students work in small groups to complete the activity. Have students include both large and small transitions on the chart. Ask volunteers to explain the entries they made on their chart.

Sample Answers

middle school → high school
child → teenager
nondriver → driver

Objectives

Reading Strategies
Say: *The main idea is the most important idea or topic. A good writer supports the main idea with examples and details.* Explain that a cause is the event that makes something else happen. ***Ask:*** *What is one possible cause for a broken window?* (A baseball hitting the window is a possible cause.)

Listening and Speaking
Ask: *When do you tell stories?* (to my friends over lunch; on the phone with my best friend; to my little sister at bedtime) ***Ask:*** *What makes a story fun to listen to?* (it's exciting, it's easy to understand, it's interesting)

Grammar
Write these sentences on the board:
We are reading a story.
I am standing in the room.
Ask: *Can you find the verb in the sentences?* (are reading, am standing) *The verbs tell what we are doing now. They are in the present progressive tense. In Chapter 1, we are going to learn to use the present and past progressive tenses.*

Informal Pre-Assessment
Display a map of the world. ***Ask:*** *Who can find Haiti on the map?* (It is in the Caribbean Sea on an island with the Dominican Republic.) *What do you already know about Haiti?* (Invite students, especially those from Haiti, to share.) Point out that the first selection in Chapter 1 deals with the geography, people, and language of Haiti.

Formal Pre-Assessment
Select items from the **Assessment Program** or the **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

Approach ***Say:*** *Sometimes change happens quickly. For example, if you drop a glass, it quickly changes from a drinking glass to a pile of broken pieces. In what ways are transitions more like leaves changing than a glass breaking?* (Many transitions take more time and don't happen quickly, even daily transitions take time.)

Chapter Focus Question Sample Answer
Transitions take time; transitions like growing up and moving somewhere else take time. Sometimes you want a transition to happen fast, but transitions move at their own speed.

About the Reading

Vocabulary development Explain that Haitian Creole is the language that Celiane and her father speak.

CHAPTER 1

Objectives

Reading Strategies
Identify main ideas; Identify cause and effect

Listening and Speaking
Tell a story about a time of transition

Grammar
Learn the present and past progressive tenses

Writing
Write a descriptive essay

Academic Vocabulary

support	contrast
deduce	participate

Academic Content

The geography, people, and language of Haiti
The states of matter

Chapter Focus Question

How is a transition a change that happens over time

Reading 1 Literature
Novel (excerpt)
Behind the Mountains
by Edwidge Danticat

Reading 2 Content: Science
Informational text: Science Textbook
Changes of state are physical changes

Behind the Mountains

About the Reading

Behind the Mountains is a story about Celiane, a young girl who comes to the United States from Beau Jour, Haiti. Celiane adjusts to her new home and new challenges while holding on to memories of her life in Haiti.



Differentiated Instruction • Use Prior Knowledge

Scaffolding
To reinforce the main idea of the unit, tell students a story about a familiar transition. ***Say:*** *A baby bird cracks its egg open. Its mother brings food for weeks. After a few weeks, the bird has all its feathers. It jumps from the nest and flies to a branch of the next tree.* ***Ask:*** *What transition did the bird make?* (It went from a baby totally dependent on its mother to being a bird fully able to fly.)

Extension
Say: *Some transitions are terrible and painful to make. Think of someone you know who has had difficulty with a transition to a new country. Write a letter to that person that will encourage him or her during a difficult transition. Use your own experiences as evidence.* Have students write an informal letter that demonstrates understanding of the difficulty of making transitions.

Build Background

Haiti

Haiti is a country that is located on the western side of a large island in the Caribbean Sea. It is a mountainous country with deep forests, beautiful beaches, large cities, and small villages.

The official language of Haiti is French, but most people speak a language called Haitian Creole. It is based on French and various African languages. In *Behind the Mountains,* Celiane and her father use their knowledge of Haitian Creole to help them better understand some of the English words they hear in the United States.



Use Prior Knowledge

Understand Proverbs

Proverbs are sayings that express common truths. These sayings are a little like puzzles: they don't seem to make sense until you apply them to an experience.

Edwidge Danticat uses part of a Haitian proverb in the title of her book *Behind the Mountains.* The proverb is: "Behind the mountains are more mountains." It expresses the idea that life is filled with obstacles, or problems—some that you can see in front of you, and some that are beyond those you can see.

With a partner, explain the proverbs below using your own experiences and your understanding of the words in the proverbs.



1. An apple a day keeps the doctor away. (*Clue*: Apples are good for you.)
2. Laughter is the best medicine. (*Clue*: Medicine helps people feel better.)
3. Many hands make light work.
4. No man is an island.

Writing Connection

Understand proverbs ***Say:*** *A proverb is a familiar sentence that gives good advice. "Look before you leap" is a proverb. Work with a partner to change a piece of advice into a proverb of your own.* Make a board list of some familiar proverbs to get students started. ***Ask:*** *If you wanted to give a younger person advice to help in school, what proverb would you writer?* (Sample answer: Do what you have to do so that you can do what you want to do.)

Classroom Management

Response wait time Give students extra time to formulate their answers. Remember that they are still thinking in a language other than English, translating in their heads, and then dealing with pronunciation issues. Allow students as much as five or six times longer for their responses.

Build Background

Haiti

- **Pre-assess** Determine whether students can locate Haiti on the map. ***Ask:*** *Has anyone been to Haiti? What were your experiences?* (Answers should reflect personal experience in Haiti. Sample: I lived in Haiti until I was 5. I walked to school. People spoke a different language. The food that we ate was different than the food that we eat here.)
- **Teach** Explain that Haiti takes up half of an island called Hispaniola in the Caribbean Sea. The climate in Haiti is hot and wet. The island can be hit by hurricanes in late summer.

Use Prior Knowledge

Understand Proverbs

Teach ***Say:*** *Proverbs aren't always easy to understand. They are like idioms. The words don't mean exactly what they say.* Have students share examples of proverbs they have heard, whether in English or in their native languages, and then make inferences to explain the proverbs' meanings.

Reading Fluency

Paired Reading Building Background

Use Prior Knowledge Sample Answers

1. Eating well will make you healthy. You will then have little need for a doctor.
2. Laughter is like medicine—it is good for you and makes you feel better, like medicine does.
3. The more people you have on a job, the less work everyone has to do.
4. People are everywhere—no one lives a totally isolated life like on a deserted island. No one lives without affecting the lives of others.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

fluid *(liquid, flowing, molten, watery)*
impression *(imprint, pattern, indentation)* or *(conviction, inkling, notion)*
outshine *(better, outrival, vanquish, subdue, surpass)*
quarrelsome *(cantankerous, argumentative, irritable, passionate, turbulent)*
reluctantly *(disinterestedly, cautiously, carefully, warily, timidly, unwillingly)*
slew *(quantity, measure, heap, bundle, magnitude)*

Have students use **Word Webs** to understand word connections.

Multiple-meaning words Point out the different meanings of *impression.* Use each meaning in a sentence to help students understand the difference. *I made an impression of my foot in the snow. The clean shirt and tie made a good impression on my mother.*

Practice Vocabulary Sample Answers

quarrelsome
impression
reluctantly

Use Vocabulary Sample Answers

jerky, frozen
outshine—give up, lose
quarrelsome—friendly
eager—eager
slew

Checkpoint Sample Answers

I met a girl who had a great smile. I thought she was probably a nice person. Later I found out that she was. Now she is my best friend.
I would reluctantly jump into an icy cold lake.

Before Reading 1

Key Vocabulary

fluid
impression
outshine
quarrelsome
reluctantly
slew

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read the following paragraph. Use the context (the words and phrases surrounding the **highlighted** words) to learn their meanings.

The first time I met Kim, my **impression** of her was that she wasn't a friendly person. I thought she was **quarrelsome** because she argued about everything. However, her arguments were **fluid**. People saw how intellegent she was. She soon made a **slew** of friends. **Reluctantly**, I became one myself. Now we don't try to **outshine** each other at all. We're best friends!

Practice Vocabulary Complete the sentences with the correct Key Vocabulary words.

1. The ____ friends finally stopped arguing and forgot their differences.
2. I bought a ____ of vegetables at the farmers market, including a lot of tomatoes, broccoli, and carrots.
3. The speaker wanted to make a good ____, so he was careful to use correct English during his speech.
4. She planned to ____ the other girls by creating the best report.
5. The ballet dancer's ____ moves were a pleasure to watch as she danced across the stage.
6. The little boy did not have time to read all his books. He ____ returned the last book to the library.

Use Vocabulary Independently Identify an antonym, or a word or phrase that means the opposite, for each of the Key Vocabulary words. Use a dictionary to check your work.

Checkpoint

1. Describe an experience where your first **impression** of someone was correct.
2. Which would you do **reluctantly**: jump into an icy lake or eat your favorite food?

Vocabulary Log | Workbook page 69 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Act out the Key Vocabulary words in the following order, using gestures to help students understand. ***Say:*** *fluid* (move your arms smoothly and gracefully, as a dancer would), *quarrelsome* (a cross expression on your face, shaking finger, pretending to argue with someone), *reluctantly* (unhappy face, dragging your feet as you walk). Have students repeat each word as you act it out. Have students act out the word for classmates to identify.

Extension

Give students a visualization activity. Have students sit back-to-back in pairs. They should take turns visualizing images for sentences as their partners read Key Vocabulary words aloud. Student 1 says: *fluid*; Student 2 responds by describing the image. For example, *The dancer's movements were fluid.* Student 2 then says: *quarrelsome.* Student 1 responds: *My sisters can be quarrelsome.* Students should use each vocabulary word as they describe their mental images. Have students switch vocabulary words so that each student visualizes all the words.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
support *verb*	to agree with, advocate, or back up with information	The researcher looked for information to **support** his opinion in order to convince the others.	
deduce *verb*	to reach a conclusion by reasoning	The scientist tries to **deduce** a result using information she learned while performing experiments.	

Draw a picture and write a sentence for each word.

Reading Strategy

Identify Main Ideas

The **main idea** of a reading is the most important, or central, idea. **Supporting details** include any information that **supports** the main idea and helps you understand it. In many stories, the author does not state the main idea directly. As a reader, you can **deduce** the main idea first, then examine all the details that the author gives you. After you read, you will use the graphic organizer below to find the main ideas in *Behind the Mountains*.

1. As you read, **deduce** what the main idea of each page is. Write it down in the box on the left.
2. Note details that **support** the main idea. Those will go in the box on the right.

Main ideas:	Supporting details:
_____	_____
_____	_____
_____	_____
_____	_____

Checkpoint

1. Identify one argument that **supports** recycling as a good thing for the environment.
2. What can you **deduce** about a friend who tells you that he studied very hard for an exam?

Vocabulary Log | Workbook page 70 | Independent Practice CD-ROM/Online

Classroom Management

Guided application ***Say:*** *The dictionary lists English words in alphabetical order. Each word has its own entry. The entry tells you how to spell the word. It also tells you the word's part of speech—noun, verb, and so on—and how to pronounce it. The main part of a word's entry is the meaning or meanings of the word.* Have students practice using the dictionary to look up the Key Vocabulary words. Ask volunteers to share what the dictionary entry gives for meaning, part of speech, and origin for each.

Community Connection

Relate ideas about an experience For decades, people who are new to the United States have found support in neighborhoods where people of the same ethnic group lived. New York was a patchwork of ethnic neighborhoods, many of which still exist, such as Chinatown, Spanish Harlem, or Astoria. Discuss with students the areas of your community in which people of various ethnicities have settled. Talk about what benefits there are to living near people of similar backgrounds. Ask students to think about any drawbacks.

Unit 2 • Chapter 1
Before Reading 1

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

support *(base, bed, brace, foundation) or (assistance, backing, blessing, protection)*
deduce *(conclude, consider, gather, reason)*
Have students use **Word Squares** to understand the word connections.

- **Apply knowledge of root words** Tell students that the root word *ducere* means to lead or bring. *Deduce* means "to infer or to reach a conclusion." ***Say:*** *When I deduce, I use evidence to help lead me to draw a conclusion.*
- **Teacher Think-Aloud** ***Say:*** *I've read that Haiti was a French colony. But I am not an expert on Haiti. I have to find a reference book to support my statement. I can use an encyclopedia to support my idea that the French once governed Haiti.*

Reading Strategy

Identify Main Ideas

- **Preteach** ***Say:*** *A support for a table is its legs. The support for a tree is its trunk. This is physical support. When I make a statement, I support it with facts.*
- **Teacher modeling** ***Say:*** *To find the main idea in a paragraph, I read the whole paragraph. Then I make a general statement sums up the most important idea. That general statement is the main idea that the details support.*

Checkpoint Sample Answers

1. Students may point out that recycling reduces the amount of garbage in landfills, and it puts less of a strain on natural resources.
2. Most students will deduce that their friend is a good student and wants to get a good grade on the exam.

Text Genre

Novel

- **Clarify features** Give examples to help students understand the features listed. ***Ask:*** *What is the setting of the story we are about to read?* (Students should see that the setting is Haiti, perhaps in the recent past.) *If a hero makes a difficult journey to a new land, what is the theme?* (Sample answer: Difficult tasks make people stronger.)
- **Use prior knowledge** Encourage students to give examples of text features. Name a familiar novel or have students name a book they have read recently. Have them identify the *setting*, the *theme*, and the *voice* in that novel.

Meet the Author

Edwidge Danticat

- **Explain author background** Edwidge Danticat was raised by relatives in Haiti until she moved to New York to join her parents. There, she learned English. She was often teased because she spoke English with a Haitian accent. She was strong because she knew that her parents loved her. The Haitian community also gave her support. She published her first novel when she was 25.
- **Analyze author's purpose** Explain that the purpose of a piece of writing may be to persuade, to entertain, or to inform. Point out that the purpose of a fictional novel is usually to entertain or to narrate an event.

Reading Fluency

Reading Words in Chunks Meet the Author

Reading Focus Questions

Teacher Think-Aloud ***Ask:*** *Why does an author write a text? Maybe to entertain the reader. Or maybe to teach the reader something. Sometimes an author can do both.*

Reading Focus Questions Answers

Celiane is making a transition from her old school in Beau Jour to a new American school. She is also transitioning away from her father.

Danticat's purpose is to show us that people have a theme in common—for example, a difficult first day of school.

Answers will vary. Sample: I felt uncomfortable and alone, like Celiane, on the first day of school.

Checkpoint Answers

1. The theme is the message of the story that the author is trying to express.
2. Voice

Before Reading 1

Text Genre

Novel

A **novel** is a long work of fiction. In works of fiction, the characters and events are invented by the author. Most novels share the features below.

Novel	
setting	where and when a story takes place
theme	main message or point that an author wants a reader to take from the story
voice	characteristics of the narrator in a story



Meet the Author

Edwidge Danticat was born in Port-au-Prince, Haiti, in 1969. She moved to Brooklyn, New York, when she was 12. In Haiti, storytelling plays an important role in the local culture, and both storytelling and reading influenced Danticat's growth as a writer. She wrote her first short story at age 9 and has since written a number of novels, produced a film about Haiti, and taught creative writing at New York University and the University of Miami.

Reading Focus Questions

As you read, think about these questions.

1. How does Celiane's experience relate to the theme of "transitions"?
2. What do you think was the author's purpose for writing this novel?
3. Is Celiane's experience on her first day of school a common experience? Why or why not?

Checkpoint

1. Explain what **theme** means in your own words.
2. What are the characteristics of a narrator called?

Workbook page 71
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Draw a **Two-Column Chart** on the board. ***Ask:*** *What kind of reading do you do every day?* (magazines, newspapers, books, advertisements) Fill in the first column with the different kinds of text students read. ***Ask:*** *What is the author's purpose for writing these genres? A newspaper?* (to inform) *An advertisement?* (to persuade) Record the students' answers in the second column.

Extension

Bring copies of young adult novels to class. Try to include some novels mentioned by the students in **Text Genre** above. Have students work in small groups, working with one novel familiar to at least one member of the group. Have them write a brief paragraph naming the features of the novel: characters, setting, plot, voice, and theme.

Behind the Mountains

Reading 1
Literature

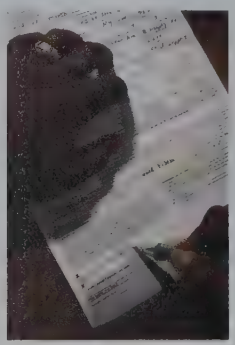
by Edwidge Danticat

1 The school is in a gray concrete building, facing a **slew** of giant **housing complexes**, which Papa said are called "projects." The projects are so tall that they look like mountains with windows.

2 We went directly to the main office, where teachers and school administrators were sitting behind desks, performing different tasks to prepare for the school day. Papa stood quietly facing the desks, waiting for one of the administrators to look up. Finally, a man walked over to us.

3 Papa's English was not nearly as **fluid** as the man's was. Still, Papa managed to explain why we were there. In his **quick-fire** speech, the man asked about my **vaccination** and medical papers. ("Vaccination" and "medical" are similar words in Creole as in English.) When Papa handed him the papers, the man walked back to his desk and picked up a form. He filled in some of the form, then gave Papa the rest to finish.

4 The man called someone else over, an older woman. The woman looked down at the form and told us in Creole that I had been assigned to Class 8M5. Papa asked what room that was. She said she would take us.



housing complexes groups of crowded apartment buildings
quick-fire very fast
vaccination medical treatment, usually an injection, meant to prevent disease

Reading Strategy

Identify Main Ideas Look at paragraph 3. Which details **support** the main idea that Papa's English is actually very good?

Reading Check

1. **Recall facts** What does Celiane (the narrator) see that look like "mountains with windows"?
2. **Deduce** Why does the man in paragraph 4 ask a woman to help Papa and Celiane?
3. **State your opinion** In your opinion, were Papa and Celiane given a pleasant welcome at Celiane's new school? Explain your answer.

Cultural Connection

Relate ideas to an experience Read the first several paragraphs aloud and point out how the father understands certain words because they are similar to Creole. ***Ask:*** *Have you had this experience?* (yes) *Did you figure out what someone was saying because the words were similar to your native language?* (yes) Ask volunteers to share their experiences with the class in a brief oral narrative. Encourage them to explain the setting and a description of the situation.

Contrastive Analysis

Adjective placement In Spanish, Haitian Creole, Hmong, Cambodian, and Vietnamese, adjectives are usually placed after the noun they describe. Remind students that English adjectives go before the noun they describe. Point out "quick-fire speech" in paragraph 3. Explain that it describes the man talking quickly. Have students look for other examples of adjectives placed before nouns.

Unit 2 • Chapter 1
Reading 1: Literature

Behind the Mountains, excerpted from the novel *Behind the Mountains* by Edwidge Danticat. Copyright 2002 by Edwidge Danticat. Excerpted and reprinted by permission of Scholastic Inc. **Student Edition pages:** 79–83; **Description of change:** excerpted portion of novel; **Rationale:** fit

Read the Selection

CD 1, Track 6 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Impress reading** Have a fluent reader (or yourself) and a struggling student read aloud simultaneously.
- **Interpret the image** Draw attention to the picture of the form. Have students find the passage in the selection that refers to a form. ***Ask:*** *Who fills out the form in the story?* (the man, an administrator, and Papa, Celiane's father)
- **Identify figurative language** Draw attention to the title. Then read the first paragraph. ***Ask:*** *What are the "mountains" of the title?* (They are the huge concrete buildings where the school is located.)
- **Grammar preview** Have students look for examples of verbs with *-ing* endings. Explain that these usually indicate the progressive tense.

Reading Fluency

CD Assisted Reading *Behind the Mountains*, paragraphs 1–4

Reading Strategy

Identify main ideas ***Ask:*** *Papa's English is not as bad as Celiane says. What details tell you this?* (The man spoke quickly and used difficult words. Someone with poor language abilities would not understand the man.)

Reading Strategy Answers
Papa can understand "quick-fire" English. He can also apply his knowledge of Creole to understand similar words. Also, Papa can fill out difficult administrative forms.

Reading Check Answers
1. Celiane sees the housing complexes, or "projects."
2. The woman speaks Creole.
3. Most students would say that Papa and Celiane were not warmly greeted.

Read the Selection

- **Preteach vocabulary** Tell students that the word *staircase* in paragraph 6 means a set of steps. Tell them *stairwell* in paragraph 7 means the area of the hallway where the staircase ends.
- **Paired reading** Have students read orally in pairs by taking turns.
- **Interpret the image** ***Say:*** *The people in the picture are hurrying to class. There are a lot of students, and many of them are talking in groups.* ***Ask:*** *Can you understand why Celiane felt nervous?* (yes) *What other words might describe her feelings?* (overwhelmed, embarrassed, frightened)
- **Writing convention preview** Point out the use of parentheses in paragraph 10. ***Say:*** *Parentheses are placed around words that are connected to a sentence, but they aren't part of the sentence's main idea. It's as if the character is whispering these words to us so her father won't hear.* Have a volunteer read the paragraph and lower his or her voice when reading the words in parentheses.

Reading Strategy

Partner Think-Aloud ***Say:*** *When my knees shake, I feel worried and anxious.* ***Ask:*** *When have you noticed your knees shaking?* (My knees shake when I speak in public or when I go to a new place.)

Reading Strategy Answer
Celiane must have been nervous because her knees were shaking.



Reading Strategy

Identify Main Ideas
What main idea can you **deduce** from Celiane's feelings in her statement "My knees were shaking..."?

5 My knees were shaking as we followed the woman through the hallway. At times, I fell behind Papa and the woman, my new backpack weighing me down.

6 There was a long buzz and suddenly it was **mayhem**, with students pouring into the halls, some running and knocking into one another as they climbed the staircase around us.

7 My main room, the homeroom, was on the fourth floor in a corner near the stairwell. The students were beginning to arrive, slipping into their seats as we approached the teacher's desk. The woman from the main office introduced the homeroom teacher as Mr. Marius.

8 Mr. Marius was a young man, looking not much more mature than many of his students. The woman from the main office gave him my records. He looked them over, then said, "***Bienvenue,*** Celiane."

9 The class was full now and everyone was looking at me. While the lady from the main office was leaving, I tried to keep my back to the other students and concentrate on Mr. Marius.

10 Papa was telling him (too loudly for my taste) what a good student I had been in Beau Jour, how my teacher had always "appreciated" me, how I had often been first in my class.

11 I kept wishing Papa wasn't saying those things. From the silence in the room, I could tell the others were listening, adding Papa's words to their first **impressions** of me.

mayhem total confusion
Bienvenue welcome (French)

Differentiated Instruction • Reading Comprehension

Scaffolding

Read paragraphs 11 and 12 aloud and have students analyze the character of Celiane. ***Ask:*** *How does Celiane feel about her father?* (She's embarrassed.) *What plan did she have?* (to be just one of the kids, she did not want to show off) ***Ask:*** *How do these details tell you about Celiane?* (We see that she is afraid she will stand out; she wants her father to let her fit in.)

Extension

Work with students to locate main ideas in paragraphs. Group students in pairs. Have one partner read a paragraph. Then have the other partner summarize the events of the reading. Have students identify the main idea together.

12 I had already decided that I was no longer going to try to **outshine** everyone in class and Papa was ruining my plans. Being the teacher's favorite was no way to make friends.

13 When it was time for Papa to leave, he handed me a piece of paper with his telephone number at work, our home address, two quarters, and a five-dollar bill for me to take a taxi if I got lost. He told me (again too loudly) that I should not be afraid to call him at work if I needed him. Some of the students were smiling when I waved good-bye to Papa, who looked back one last time before the door closed behind him. I wanted so badly to go with Papa, but I knew this was not possible, so I turned back to the classroom and tried to find a desk.

14 "You are there, Celiane," Mr. Marius said, pointing to an empty desk in the back of the room. Mr. Marius had a chart of small cards lined up in front of him. He explained that this seat would be mine for the rest of the school year, as he handed me a blank card on which to write my name. When I was done, he placed the card on the chart to match where I was sitting.

Reading Strategy

Identify Main Ideas The main idea of paragraphs 12 and 13 is that Celiane is uncomfortable with her father's behavior. Find details that **support** this main idea.



Reading Check

1. **Recall facts** What did Papa hand to Celiane as he left?
2. **Interpret** Why do you think Celiane wanted to go with Papa when he left?
3. **Speculate** Do you think Celiane was happy to have a seat in the back of the room rather than in the front? Explain.

Read the Selection

- **Page and paragraph** Have students read unequal amounts of the text depending on reading fluency. Have those who enjoy reading aloud read a page and those who do not read a paragraph.
- **Interpret the image** ***Say:*** *The people in the picture may be the students in Celiane's class.* ***Ask:*** *How does the scene look like our classroom?* (students of several races sitting at desks in an American classroom)
- **Dramatize** Have small groups of students read page 81. Then have them dramatize the scene on pages 80 and 81. The student performing as Celiane may wish to read paragraph 13 in its entirety as an aside to the audience.

Reading Strategy

Identify supporting evidence Explain that a supporting detail is one that tells more about the main idea.

Reading Strategy Answers

Celiane thought Papa ruined her plans to avoid seeming like the teacher's favorite. She was also embarrassed because he spoke too loudly.

Reading Check Answers

1. Papa handed Celiane paper with addresses and phone numbers on it, two quarters, and five dollars for a taxi.
2. Celiane may have felt overwhelmed by a new school where few people spoke her native language.
3. Celiane seemed very uncomfortable with Papa and her entrance into the classroom, so she may have been happy to sit in the back, away from the eyes of the whole class.

Cultural Connection

Make inferences Point out that Celiane's teacher speaks to her in French, which is a language very close to Haitian Creole. Explain that Creole is a language that blends French and other languages, including West African languages. ***Ask:*** *What can you infer about the character of Mr. Marius from his words?* (I can infer that Mr. Marius wants Celiane to feel welcome.)

Mechanics Connection

Spelling patterns English language learners may not always recognize that some words require letters to be doubled before the ending *-ing* is added.

Write the words *hit, slip, swat* on the board. Write their correct progressive verb form. (hitting, slipping, swatting) Point out the doubled letter. Add other words to the chart as students encounter them.

Read the Selection

Teacher Resources: Graphic Organizers: Word Web

- **Page, paragraph, or pass** Read the page aloud. Allow students to read a page, a paragraph or to pass their turn. The pass step is for those students not comfortable reading in front of the group.
- **Interpret the image** Point out the student giving a presentation. ***Ask:*** *Look at the student. How does he show that he is relaxed?* (He uses his hands to gesture. He is walking. He is smiling.) *Why is there a picture of the baseball player Jackie Robinson?* (Gary tells Celiane why the school is named for Jackie Robinson.)
- **Vocabulary development** ***Say:*** *When we use the word* crisp, *it usually means crunchy, like an apple or a carrot. But in paragraph 16, ... is used in a different way. Here, it means smooth and uncreased, as though the shirt has been freshly ironed.* ***Ask:*** *What does that single word tell you about Faidherbe?* (It shows that he is careful with his clothing. He has respect for himself, and he cares what others think about him.) Use **Word Web** graphic organizers for any new words students want to explore.

Reading Strategy

Identify characteristics Remind students that when they compare something, they are pointing out the similarities between two things.

Reading Strategy Answer
Celiane notices that both boys are serious, and both button their shirts to the collar.

Reading Strategy

Identify Main Ideas
What details does Celiane notice when she compares her classmate to her old friend Pouchon?

15 "Celiane," he said, "We have a presentation we make whenever someone new comes to us. Class, let us begin."

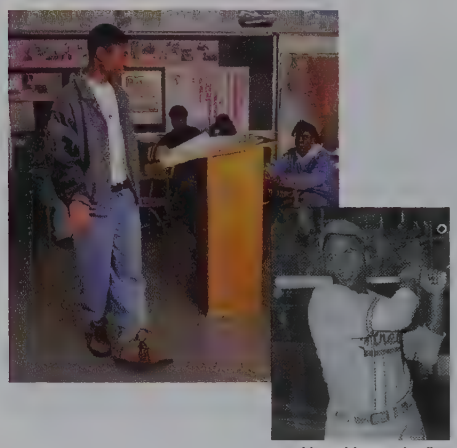
16 Each of the students took turns getting up to tell me his or her name and something about the school. The first boy who spoke reminded me of Pouchon. He looked just as serious as Pouchon, too, wearing a crisp white shirt buttoned up all the way to the top.

17 "My name is Faidherbe," he said. "You are now a student at Jackie Robinson Intermediate School."

18 A boy named Gary, with a blue **bandanna** around his head, explained that Jackie Robinson was the first African-American baseball player in something called the major leagues.

19 Once Gary was done talking, Mr. Marius asked him to remove his bandanna, which Mr. Marius said was a **gang** symbol. Gary denied that his bandanna was a gang symbol, but took it off anyway.

20 The next row told me things like where the bathroom and water fountains were, and the best times to go to avoid some of the more **quarrelsome** kids who liked to tease the Haitian students.



Jackie Robinson, the first African-American major league baseball player in the 20th century

bandanna colorful scarf worn around the head or neck
gang a group of young people joined together for support and protection (usually used in a negative way)

Differentiated Instruction • Reading Comprehension

Scaffolding

If students have difficulty understanding main idea and details, have them write a short answer to the question, *"What is this excerpt about?"* (Sample answer: This excerpt is about a Haitian girl going to a new school for the first time.)

Have students use a modified **Cluster Map** and write their answer in the center. Then they should fill in the circles around it with supporting details, such as *"Papa takes her"* and *"The class tells her things she needs to know."*

Extension

Say: *The class gives Celiane a presentation that explains many things she needs to know. What were some of those things?* (who the school was named after, where the bathrooms are) Have students discuss the instructions they would tell a new student who comes to their school. Write the suggestions on the board.

21 I learned from the third row that the school day was divided into something called "periods" and that we would all be together for six periods—the different teachers would come to us in this room—except for gym class, where we had to do some kind of physical exercise in the gymnasium with students from the rest of the school, and "lunch period," where we would receive a free meal. (Mr. Marius handed me a book of numbered tickets for the free meals at that point.)

22 At the end of the presentations, Mr. Marius added that I should not worry about feeling lost at first, that slowly I would get used to my surroundings.

23 "It was the same for everyone here at first," he said. "Right, class?"

24 The class **reluctantly** answered, "Yes," as if he were forcing them to remember a time they would rather forget.

Reading Strategy

Identify Main Ideas Celiane learns about what her typical school day will be like. Is this a new experience for her? How do you know? **Support** your answer with details.



Reading Check

1. **Recall facts** How many class periods are in one of Celiane's typical school days?
2. **Make an inference** In your opinion, is Mr. Marius a sensitive teacher? Use details from the reading to **support** your response.
3. **Deduce** What can you **deduce** about the other students' experiences based on the last line of the story?

Listening and Speaking Strategies

Identify the theme Point out that the story deals with a universal theme: discomfort from being new to a group. Point out that many stories deal with this theme. Ask students to suggest some other universal themes. Offer a few examples to start: working hard to win a reward; showing honesty in the face of temptation; a good leader gone bad; and so on.

Home Connection

Making connections ***Say:*** *I want you to find out more about first days. Some things are the same everywhere—being nervous, overwhelmed, scared about not knowing anyone.* Have students ask an adult about his or her first day of school, either in the United States or elsewhere. Tell students to write down what the adult says. Ask volunteers to share their writing with the class.

Unit 2 • Chapter 1
Reading 1: Literature

Read the Selection

- **Silent with support** Have students read the literature silently. Allow students to turn to a partner or group member for help with understanding vocabulary or confusing text. Students may also be directed to stop at designated points to summarize and clarify key events.
- **Interpret the image** Tell students that blurry photos, like the one on this page, are intended to show movement and action. ***Ask:*** *What school scene does this image show?* (It is a scene from the cafeteria where there is a lot of motion.)
- **Mechanics connection** Point out the use of quotation marks around dialogue. Explain that in English, opening and closing quotation marks surround the exact words that a character speaks.

Reading Fluency

Echo Reading *Behind the Mountains*, paragraphs 21–24

Reading Strategy

Locate details Remind students that Celiane comes to this school from Haiti where the school system may have a different routine.

Reading Strategy Sample Answers
Yes, it's a new experience for her. It is clearly her first time hearing about the system of "periods" and of teachers rotating classrooms. Also, the concept of getting a free lunch is new to her. Furthermore, Mr. Marius reassures her that she should not worry about feeling lost at first, implying that this is a new place and situation for her.

Reading Check Answers
1. There are 6 periods in a typical day.
2. Most students will agree that Mr. Marius is positively sensitive to Celiane's feelings as she adjusts to her new school.
3. The last sentence suggests that the other students were once new to the school and had a difficult time on their first day.

Apply the Reading Strategy

Identify Main Ideas

- **Preteach** ***Say:*** *If you ask what a story is about, you should be told the main idea. For example, "It's a story about a girl starting a new school."* Explain that there can be many stories about the same main idea. The details are what make each story different.
- **Apply** Have the students write a journal entry in which they describe experiences that they have had that are similar to Celiane's experience. Have volunteers share their writing with the group.

Sample Answer
…s understands the man's rapid English. He explains …[illegible] to the teacher.

…ademic Vocabulary

…ocabulary for the Reading …omprehension Questions

…uctional Routine for Vocabulary
…yyy

…ther Resources: Graphic Organizers: …d Squares, Vocabulary Log

…rd Connections
…ontrast *(oppose, separate, contradict, …differentiate)*
…ticipate *(cooperate, conspire, coproduce, …ofunction)*
…se **Word Squares** to have students understand …e Word Connections.

- **…erstand Academic Vocabulary** Read …e explanations and sample sentences …ith students. Discuss the visual cues. Ask students to give examples of contrasting, and …o describe a time when they participated in …n activity.
- **…erstand multiple-meaning words** Explain …at the word *contrast* can act as a noun and a verb. ***Say:*** *If I contrast two things, I tell …ow they are different. If I say that a picture …as a lot of contrast, it means there is a big difference between the light and dark areas of …n image.*

…ademic Vocabulary Sample Answers
…ontrast music from my parents' time and …c from my generation.
participated in an essay writing contest.

Checkpoint Sample Answers
Winter is cold; summer is hot. Winter activities are often done on snow; summer activities are often done in water. In winter, trees are dormant; in summer, trees are in full bloom.
Two important skills to use during a discussion are listening attentively and speaking clearly.

After Reading 1

Apply the Reading Strategy

Identify Main Ideas

Now complete the Reading Strategy graphic organizer.

1. Review the **Reading Strategy** on page 77.
2. Copy the graphic organizer.
3. **Deduce** the main idea of each page. Write it down in the box on the left.
4. List supporting details in the box on the right.

Main ideas:	Supporting details:
1. page 79: Papa's English is very good.	

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
contrast *verb*	to compare two things as a way to show their differences	Our assignment was to write a paragraph that **contrasts** city life and country life.	
participate *verb*	to take part or have a role in an activity or event	The players **participate** in all of the practice activities in order to be ready for the game.	

Draw a picture and write a sentence for each word.

Checkpoint

1. How can you **contrast** winter and summer?
2. Identify two skills you use when you **participate** in a discussion.

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Preteach the literary element "tone." Students may have heard the word before, as in the phrase, "Don't use that tone of voice with me!" Explain that *tone* in literature isn't positive or negative; it simply describes the manner of expression in writing. ***Say:*** *If a story makes me laugh, I would say the tone of the writing is funny.* ***Ask:*** *What adjectives would you use to describe the selection about Celiane?* (sympathetic, caring)

Extension

Have students apply their understanding of *contrast* to the reading selection. ***Ask:*** *How does Celiane in Brooklyn contrast with the Celiane who went to school in Haiti?* (She doesn't want to be the teacher's pet anymore.) *How do you know?* (She's upset that her father says she was such a good student in Haiti and that the other students overheard.)

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** What is the name of Celiane's new school?
2. **Describe** Using information from the story, describe what Celiane's personality was like at her old school.
3. **Contrast** Tell how Celiane's personality in Beau Jour is different from her attitude at her new school in New York.
4. **State your opinion** Do you think it is helpful to Celiane when the students **participate** in welcoming her to the school? Explain.
5. **Summarize** Summarize Celiane's first morning at school using the Key Vocabulary words from page 76. Then compare your summary to the original text to be sure you have noted all the main ideas in the story.
6. **Revisit the Reading Focus Questions** Go back to page 78 and discuss the questions.


Workbook page 72


Independent Practice CD-ROM/Online

Literary Element

Tone

Tone is the author's overall attitude toward the reader or the subject he or she is writing about. Tone can be described as serious or humorous, happy or sad, angry or kind, or any of the feelings that human beings experience. You can figure out the tone of a text by looking at the words the author uses.

1. Read the sentences from *Behind the Mountains*. Then choose an adjective that best describes the tone of each sentence.
   a. "Some of the students were smiling when I waved good-bye to Papa, who looked back one last time before the door closed behind him."
   b. "He told me (again too loudly) that I should not be afraid to call him at work if I needed him."
   c. "... Mr. Marius added that I should not worry about feeling lost at first...."
   d. "The next row told me ... the best times to go to avoid some of the more **quarrelsome** kids who liked to tease the Haitian students."
2. What one adjective best describes the tone of the entire story? Why do you think the author uses this tone?

Checkpoint

1. What does it mean when a writer uses an angry **tone**?
2. Can a story's setting have an effect on the writer's tone? Explain.


Workbook page 73


Independent Practice CD-ROM/Online

Reteach and Reassess

Text genre Have students explain how a novel is different from a short story. (Both have character, setting, plot, and theme, but a novel is longer.) ***Ask:*** *What would have to be true for the story to be nonfiction?* (Celiane would have to be a real person who actually went to this first day of school.) Also have students determine the author's purpose in writing the story. (to entertain)

Arts Connection

Identify tone ***Say:*** *The words a writer uses not only tell the story; they also set the tone of the story.* Have students draw a picture that they think represents the tone of the excerpt. Possible options: a person alone somewhere, groups of people laughing with one person off to the side. Have students explain their pictures to the class.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. Its name is Jackie Robinson Intermediate School.

"Think and Search"
2. Papa tells us that Celiane was a teacher's favorite. She was probably confident, as she describes herself as outshining her classmates in Beau Jour.

"Author and You"
3. In Beau Jour, Celiane was outgoing and a teacher's favorite. In her new school, she is quiet and wants to go somewhat unnoticed in class.

"On Your Own"
4. Sample answer: Yes, Celiane learned a lot from each student. The welcoming activity also revealed that many other students also might have been uncomfortable when they were new.
5. Sample answer: Celiane's first day was not a fluid one; it was full of ups and downs. Reluctantly, she walked into her classroom and saw a slew of new faces. Determined not to outshine her classmates, she listened as they spoke.

Revisit the Reading Focus Questions
6. See sample answers on page 78.

Literary Element

Tone

- **Vocabulary development** Tell students that *tone* is a multiple-meaning word. *Tone* can mean a note of music. In writing, tone means the way a writer uses words to describe characters and setting.
- **Application** Identify instances in the text that support students' answers to the question about the writer's attitude toward the main character.

Reading Fluency

Reading Words in Chunks Literary Element

Literary Element Answers
1. a. could be sad, nervous, scared, insecure
   b. embarrassed
   c. kind, reassuring
   d. kind
2. Overall, the writer's tone towards both the subject (Celiane) and the audience is a sympathetic one. Sample answer: The author may have chosen this tone because everyone experiences the same anxiety that Celiane feels.

Checkpoint Answers
1. It means that the author uses words to give the reader the sense that the overall feeling in that part of a story is anger.
2. Yes, the setting can have an effect; if the setting is a desert, for example, the tone could feel hopeless.

Bridging Readings 1 and 2

About the Reading

- **Word origins** The word *physical* means "relating to matter." It comes from the Latin word *physica*, which means "natural science." ***Say:*** *A physical change is one that you can see. Water goes through a physical change when it freezes or becomes steam.*
- **Connect essential ideas** Ask students about the different forms water takes. ***Say:*** *Water can be liquid. Water can also be ice, and when you boil it, it becomes a gas.* ***Ask:*** *What causes the water to change form?* (heat)

Build Background

What is Matter?

Activate prior knowledge Read the definition of matter. ***Ask:*** *Which of these things are matter? a book* (yes) *a computer* (yes) *an emotion* (no), *an idea* (no), *a star* (yes), *smoke* (yes), *a conversation* (no).

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Instructional Routine for Vocabulary

Resources: Graphic Organizers: Web, Vocabulary Log

Word Connections

arrangement *(grouping, distribution, organization)*
droplet *(driblet, sprinkling, speck, trickle)*
particle *(fragment, molecule, morsel, drop)*
range *(bounds, parameters, spectrum, domain)*
vapor *(condensation, moisture, steam)*

Have students use **Word Webs** to understand the Word Connections.

Study tool Have students fold a piece of paper in half lengthwise. Students cut the open side into five flaps and write a vocabulary word on each flap with a picture and a synonym next to it that illustrates that word. Beneath each flap, students should write each word's definition.

Vocabulary From the Reading Sample Answers
1. arrangement = organized layout
2. droplets = small drops
3. particles = very small bits of matter
4. range = spectrum, series
5. vapor = steam

Checkpoint Sample Answers
1. Answers will vary from classroom to classroom. Students may note the positions of chairs, desks, shelves, and tables. (There are five large tables by the board. Each table has six chairs.)
2. The geyser is producing steam, which is vapor.

Before Reading 2

Changes of state are physical changes



Great Fountain geyser, Yellowstone National Park

About the Reading

In *Behind the Mountains*, you read about a young girl's transition to her new school. Transitions happen in science and nature, too. In the next reading, you will learn how water and other substances transition from one form to another.

Build Background

What Is Matter?

Objects that take up space and have a mass, or weight, are called **matter.** Everything around you is made up of matter. You, your desk, and even the air you breathe!

Matter can be found in three basic states, or forms: solid, liquid, and gas. A glass of juice is a good example of a solid and a liquid; the glass is the solid, the juice is the liquid. The air you breathe is a gas that contains water and other molecules. Whether one substance, like water, is in a solid, liquid, or gaseous state, it is all the very same original substance.

Vocabulary From the Reading

Key Vocabulary
- arrangement
- droplet
- particle
- range
- vapor

Use Context Clues to Determine Meaning

Read each sentence below. Then, with a partner, discuss the **highlighted** words to determine their meanings.

1. The books in the library are organized in alphabetical order by the author's last name. This **arrangement** makes it easy for me to find any book I am looking for.
2. After it rained, small **droplets** of water rolled off the tree's leaves.
3. Tiny **particles** of dust floated in the air. They were so small that I could see them only when they drifted into the sunlight.
4. The blue paint at the store came in a **range** of shades, from light blue to dark blue, and every color in between.
5. After the water began to boil, water **vapor** filled the room.

Checkpoint
1. Describe to a partner the **arrangement** of the furniture in your classroom.
2. Look at the picture of the geyser. Where do you see **vapor**?

Vocabulary Log | Workbook page 74 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Have students select the vocabulary word from the reading that best completes each sentence.
I felt a ___ of water fall on my head before it began to rain. (droplet)
I can see every ___ of dust on this black sweater. (particle)
The teapot boils and water ___ pours out of the spout. (vapor)
Do you like a dark ___ of colors or a bright one? (range)
I picked roses from the garden so I can make a flower ___. (arrangement)

Extension

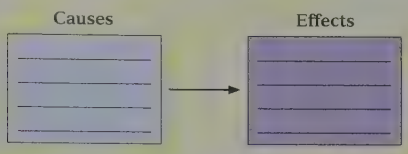
Say: *Context clues are words or phrases from the text that help us understand what a word means.* Draw a **Three-Column Chart** with the headings *"Word," "Definition,"* and *"Context."* Have students fill it out on their own for each Key Vocabulary word. Tell students to write a definition of the word in their own words. Then list context clues from the reading that help them form their definitions.

Reading Strategy

Identify Cause and Effect

A **cause** is an event or action that produces a result, or an **effect.** For example, your stomach making grumbling noises is an effect caused by hunger. Understanding why something happens—the cause—and what happens because of it—the effect—will help you understand what you read.

While you read, note the causes and effects that occur when substances change from one state to another. Then, when you finish reading, you will complete the graphic organizer below.



Text Genre

Informational Text: Science Textbook

"Changes of State Are Physical Changes" is a reading from a science textbook. Textbooks are used by students in school. They provide factual information on specific subjects. Science texts contain features like the ones below.

Science Textbooks	
vocabulary	a group of words related by subject matter
real-life examples	true experiences that prove a point or provide a model for learning
scientific experiments	tests done to see if something happens or works

Reading Focus Questions

As you read, think about these questions.

1. How is cause and effect a type of transition?
2. What is the purpose of this reading?
3. What examples of cause and effect can you find in nature?

Checkpoint

1. In your own words, summarize the definitions of **cause** and **effect.**
2. Identify one example of **cause** and **effect** that you might find during a typical day.

Workbook pages 75–76
Independent Practice CD-ROM/Online

Home Connection

Experiment Have students observe the change of the state of water from ice to water to vapor at home. ***Say:*** *Get an ice cube and put it in a cup. Check on it once in a while.* ***Ask:*** *How long before the ice turned to water?* ***Say:*** *With an adult, put two cups of water into a pan. Place it on the stove and boil it.* ***Ask:*** *How long before the water began to turn to vapor?* Have students write a paragraph to tell the sequence of events.

Writing Connection

Identify text features Use the information from the text page to discuss how literature is different from science textbooks. Use a **Two-Column Chart.** Write a title at the head of each column, *Science Textbooks* and *Literature.* Ask students to name the text features of each type of reading. Sample answers: *Science Textbook: scientific experiments, nonfiction, purpose is to inform. Literature: character and plot, purpose is to entertain, fictional plot.*

Reading Strategy

Identify Cause and Effect

Teacher modeling Demonstrate cause and effect. Turn off the light. ***Ask:*** *Why is the room dark; what is the cause?* (The room is dark because you turned off the light.) *What effect do we feel when the room is dark?* (We can't see very well. We have to hold our books close to our faces to see the words.)

Text Genre

Informational Text: Science Textbook

- **Preteach** Have students discuss the textbooks they use for their classes. Ask them what features each of these books has. (sample answers: *index; glossary, exercises*)
- **Identify text features** Ask questions about the features of textbooks. ***Ask:*** *Why do you think textbooks contain words in dark type called boldface?* (to help people find important information easily) ***Ask:*** *Why do textbooks include examples?* (to show you how to solve problems) ***Ask:*** *Why do textbooks contain experiments for students?* (so that students can show they understand the material)

Reading Fluency

Choral Reading Text Genre

Reading Focus Questions

Preview

Students should think about the **Reading Focus Questions** as they read "Changes of State Are Physical Changes." They will revisit the questions after reading the selection.

Reading Focus Questions Sample Answers

1. The reading shows students that substances undergo a transition when they change from one state to another. These changes in state are affected by a specific cause.
2. The purpose of the reading is to teach a lesson in changes of state.
3. Answers will vary. Sample answer: Changes in nature include metamorphosis, winter dormancy into spring, and the many effects of too much or too little rain.

Checkpoint Answers

1. An effect is something that happens, and a cause is what makes it happen.
2. Answers will vary. Sample answer: I push the button on the remote and the television comes on.

Read the Selection

CD 1, Track 7 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Preview the title of the reading selection. ***Say:*** *What is this section of the science textbook going to tell us about?* (changes of state of matter) Point out the headings *NOW, you will learn* and *THINK ABOUT*. Explain that these text features make the information easy to find and easy to understand.
- **Tapping reading** Begin reading aloud. As you continue to read, tap a student on the shoulder, who then joins you as you read aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** Point out the droplets of dew on the grass blade. ***Ask:*** *How does the picture help you understand the reading?* (I can understand the reading better because I can see what droplets of dew look like.)
- **Vocabulary development** Remind students that the word *state* in this context means "form," not a state like California.
- **Reading Support preview** Point out the last sentence in THINK ABOUT where dashes are used. ***Say:*** *The dash means that you should pause. The words after the dash define the word* condenses. *We will learn more about hyphens and dashes at the end of the chapter.*

Reading Fluency

Assisted Reading "Changes of State Are Physical Changes," paragraphs 2–4

Reading Strategy

Cause and Effect Remind students that the word *condenses* is defined in the last sentence of paragraph 1. ***Say:*** *If something condenses, it becomes a liquid. What causes the dew?*

Reading Strategy Answer
Drops of water, called dew, form on the grass.

Reading 2
Content
Science

KEY CONCEPT

2.2 Changes of state are physical changes

NOW, you will learn

- How liquids can become solids, and solids can become liquids
- How liquids can become gases, and gases can become liquids
- How energy is related to changes of state

Matter can change from one state to another.

THINK ABOUT

Where does dew come from?



Reading Strategy

Identify Cause and Effect What is the effect of water **vapor** condensing on cool grass?

On a cool morning, **droplets** of dew cover the grass. Where does this water come from? You might think it had rained recently. However, dew forms even if it has not rained. Air is made of a mixture of different gases, including water **vapor**. Some of the water **vapor** condenses—or becomes a liquid—on the cool grass and forms drops of liquid water.

Matter is commonly found in three states: solid, liquid, and gas. A solid has a fixed volume and a fixed shape. A liquid also has a fixed volume but takes the shape of its container. A gas has neither a **fixed volume** nor a fixed shape. Matter always exists in one of these states, but it can change from one state to another.

When matter changes from one state to another, the substance itself does not change. Water, ice, and water **vapor** are all the same basic substance. As water turns into ice or water **vapor**, the water molecules themselves do not change. What changes are the **arrangement** of the molecules and the amount of space between them. Changes in state are physical changes because changes in state do not change the basic substance.

fixed specific, rigid
volume amount of space an object or substance occupies

88 Unit 2 • Chapter 1

Differentiated Instruction • Reading Comprehension

Scaffolding

Clarify vocabulary and the concept of different states of matter by asking students to identify the three states of matter in the room. ***Ask:*** *Where do you see something in a solid state?* (the desk, chair, walls, etc.) *What do we have in this room that is in the gaseous state?* (the air we breathe) *What do we have in this room in the liquid state?* (a glass of water, nail polish in a bottle, perfume, etc).

Extension

Have students fill out a **Storyboard** to show understanding of the main idea: "What happens to water as it changes state?" ***Say:*** *In the first frame, draw a picture of water in its solid form. Then in the following frames, draw pictures of how it changes to its liquid and gas forms.*

Solids can become liquids, and liquids can become solids.

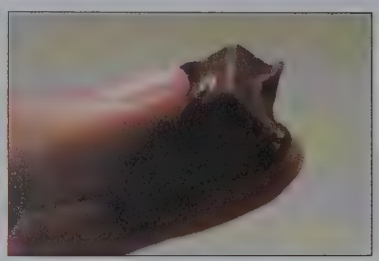
5 If you leave an ice cube on a kitchen counter, it changes to the liquid form of water. Water changes to the solid form of water, ice, when it is placed in a freezer. In a similar way, if a bar of iron is heated to a high enough temperature, it will become liquid iron. As the liquid iron cools, it becomes solid iron again.

Melting

6 Melting is the process by which a solid becomes a liquid. Different solids melt at different temperatures. The lowest temperature at which a substance begins to melt is called its melting point. Although the melting point of ice is **0°C (32°F)**, iron must be heated to a much higher temperature before it will melt.

7 Remember that **particles** are always in motion, even in a solid. Because the **particles** in a solid are bound together, they do not move from place to place—but they do **vibrate**. As a solid heats up, its **particles** gain energy and vibrate faster. If the vibrations are fast enough, the **particles** break loose and slide past one another. In other words, the solid melts and becomes a liquid.

8 Some substances have a **well-defined** melting point. If you are melting ice, for example, you can predict that when the temperature reaches 0°C, the ice will start to melt. Substances with an **orderly structure** start melting when they reach a specific temperature.



Reading Strategy

Identify Cause and Effect What causes iron to change into a liquid state?

Reading Check

1. **Recall facts** What is a melting point?
2. **Interpret** What happens to the **particles** in a solid when the solid hits its melting point?

0°C (32°F) C, or Celsius, is a temperature scale that sets water's freezing point at 0 degrees and its boiling point at 100 degrees. On a Fahrenheit (F) scale, water freezes at 32 degrees and boils at 212 degrees.
vibrate shake
well-defined specific or clear
orderly structure (in science) **arrangement** of molecules that has a tight and neat pattern

Unit 2 • Chapter 1
Reading 2: Content

Read the Selection

- **Tapping reading** Begin reading aloud. As you continue to read, tap a student on the shoulder, who then joins you as you read aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** ***Ask:*** *What is happening to the chocolate?* (It is melting in the person's hand.) *What transition is the chocolate making?* (It is changing from solid to liquid.)
- **Vocabulary development** Some students may be familiar with the Celsius temperature measure, while others may understand only Fahrenheit. Explain that science textbooks may use metric measurements and Celsius temperatures. Americans generally tell the air temperature in Fahrenheit.

Reading Strategy

Clarify Point out the heading *"Melting."* Explain that this is the topic of this section of text. Look for the answer to the cause and effect question under the heading "Melting."

Reading Strategy Answer
Extreme heat causes iron to melt.

Reading Check Answers
1. A melting point is the temperature at which a substance begins to melt.
2. When a solid hits its melting point, the particles vibrate faster.

Classroom Management

Apply reading strategies Explain to students that they need to adjust their reading rate when they read a textbook. They may miss important ideas or details if they read too quickly, Have volunteers read the paragraphs aloud, first quickly and then much more slowly. Discuss how the adjustment helps make the ideas clear.

Science Connection

Define and clarify Analyze various media and clarify what sources are reliable for science information. ***Say:*** *A science textbook is a good place to find facts and information.* ***Ask:*** *If you were doing a research report on a science topic, where else would you look?* (Possible answers: encyclopedia, lab manual, a nonfiction book by a reputable scientist) ***Ask:*** *Which of these sources would be a good place to find reliable information for a science report? a comic book?* (no) *a novel* (no) *a brochure?* (no)

Read the Selection

- **Tapping reading** Begin reading aloud. As you continue to read, tap a student on the shoulder, who then joins you as you read aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** ***Ask:*** *In what state is the pond in the photo?* (solid) *How did it get to the solid state?* (It froze during the winter.)

Reading Strategy

Teacher modeling Model how you would work out the answer. ***Say:*** *I know that a candle is in a solid state when I take it from a box, but the sun would cause it to get warm. The warmth would have an effect on the candle. It would probably get soft. That is probably when it begins to melt into a liquid state.*

Reading Strategy Answer
The effect of putting a candle on a warm sunny windowsill is that it would become soft. It would begin to melt.

9 Other substances, such as plastic and chocolate, do not have a well-defined melting point. Chocolate becomes soft when the temperature is high enough, but it still retains its shape. Eventually, the chocolate becomes a liquid, but there is no specific temperature at which you can say the change happened. Instead, the melting happens gradually over a **range** of temperatures.

Freezing

10 Freezing is the process by which a liquid becomes a solid. Although you may think of cold temperatures when you hear the word freezing, many substances are solid, or frozen, at room temperature and above. Think about a soda can and a candle. The can and the candle are frozen at temperatures you would find in a classroom.

Reading Strategy
Identify Cause and Effect What would be the effect of placing a candle onto a warm, sunny window sill?

11 As the temperature of a liquid is lowered, its **particles** lose energy. As a result, the **particles** move more slowly. Eventually, the **particles** move slowly enough that the **attractions** among them cause the liquid to become a solid. The temperature at which a specific liquid becomes a solid is called the freezing point of the substance.

12 The freezing point of a substance is the same as that substance's melting point. At this particular temperature, the substance can exist as either a solid or a liquid. At temperatures below the freezing/melting point, the substance is a solid. At temperatures above the freezing/melting point, the substance is a liquid.



attractions forces that pull molecules together as a substance reaches its freezing point

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding
Remind students that *Behind the Mountains* was a novel excerpt about a Haitian girl's transition to life at a new school in the United States. Have them draw a connection between the second reading and transitions. ***Ask:*** *What did we learn about transitions in the second reading?* (We learned that substances can change from solid to liquid to gas; we learned that these changes don't effect what the substance is, just how it looks; temperature is the cause and transition is the effect.)

Extension
Explore the shared theme of transitions. ***Say:*** *Although they are different, both readings have the same theme: transitions.* ***Ask:*** *How are the transitions in each reading related?* (Transitions are not easy, and they change people or things. Celiane makes a transition to a new school. Substances can make a transition from solid to liquid to gas.)

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** What are the three states of matter?
2. **Describe** Describe the process of a substance changing from a solid to a liquid.
3. **Describe** Using information you learned in the reading, write a paragraph about matter changing from one state to another using the Key Vocabulary words.
4. **Speculate** What do you think happens to the motion of **particles** in warm water when they are mixed with cold water **particles**?
5. **Hypothesize** Which substance has a higher melting point: ice cream or a plastic cup? Explain your answer.
6. **Revisit the Reading Focus Questions** Go back to page 87 and discuss the questions.





Spelling

Regular Past Tense Verbs





Writing Conventions

Spelling: Abbreviations of Weights, Measures, and Temperatures





Connect Readings 1 and 2

You have read two readings on the theme of transitions: *Behind the Mountains* and "Changes of State Are Physical Changes." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the text genre?	Which reading entertains? Which informs?	Which reading includes facts? Which is fiction?
Behind the Mountains			
Changes of state are physical changes			

2. With a partner, ask and answer these questions.
   a. How is each reading related to the theme of transitions?
   b. What is the main idea of each reading?
   c. Identify one image or fact that you remember from each of the two readings.
3. **Revisit the Chapter Focus Question** How is a transition a change that happens over time? Use examples from *Behind the Mountains* and "Changes of State Are Physical Changes" to answer this question.

Writing Strategies

Develop an interpretation Have students write a brief journal entry about transitions. Tell them to use the readings in this chapter to support their opinions and viewpoints. ***Say:*** *Think about the transitions we read about. Think about the pictures, too.* ***Ask:*** *How do transitions change us?* (They make us experience new places and people. They make us stronger.) *What good comes of going through a transition?* (A transition can help us grow to be stronger and more aware of the world.)

Reteach and Reassess

Using library resources Have students visit the school library and research the ways that matter changes. Ask the librarian ahead of time to pick out books that deal with weather. Then students will be able to read about how water condenses and evaporates, causing precipitation. Suggest books about volcanoes for students to read.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. The states of a matter are solid, liquid, and gas.

"Think and Search"
2. To change to a liquid, a substance needs to reach its melting point. Its particles increase in motion, and they begin to slide, or lose their bond to one another. At that point, the substance has begun to melt into liquid form.

"Author and You"
3. Paragraphs should show understanding of matter changing from one state to another.
4. The movement of particles slows down as the water cools.

"On Your Own"
5. Plastic has a higher melting point. Students will note that ice cream melts at relatively low temperature, at which plastic still remains a solid.

Spelling

Students will learn more about regular past tense verbs in the Workbook on page 78.

Writing Conventions

Students will learn more about spelling abbreviations of weights, measures, and temperatures in the Workbook on page 79.

Connect Readings 1 and 2

Compare and contrast Work with the class to develop generalizations about the theme of transitions.

Answers
1. *Behind the Mountains*: novel excerpt, entertains, fiction; "Changes in State are Physical Changes": textbook, informs, facts
2. a. In *Behind the Mountains* Celiane experiences the transition from Beau Jour to her new school. In "Changes of State Are Physical Changes", the text explains the transition of substances through their melting or freezing points. The genre in the first reading delivered the theme in an entertaining way. The second selection taught us how the theme is present in science.
   b. The main idea of *Behind the Mountains* is that changes are difficult, yet everyone experiences them. The main idea in "Changes of State are Physical Changes" is that temperatures trigger a substance's change from one state into another.
   c. Sample answer: Celiane's nervousness and her knees shaking as she walked down the school hallway, and particles increasing in energy and sliding loose from one another.
3. See sample answer on page 74.

Listening and Speaking

Tell a Story About a Time of Transition

- Instructional Routine for Listening and Speaking page Txlii
- Teacher Resources: Rubrics: Rubric for Speaking Assessment
- **Preteach vocabulary** ***Ask:*** *What is the author's purpose for writing most fiction?* (to entertain) *What order do stories usually follow?* (chronological)
- **Vocabulary review** Remind students to use Key Vocabulary and Academic Vocabulary words in their discussions whenever possible.
- **Practice** Give students plenty of time to write out their stories and practice reading them aloud to their partner.
- **Speaking application** Remind students to vary the pitch and tone of their voices in order to add a touch of drama to the story where necessary.
- **Establish a topic** You may also want to suggest that students tell the story of someone else's transition, or the story of a transition they hope to make in the future.

Phrases for Conversation
Transitional Phrases

- **Vocabulary strategies** Explain that transitional phrases help stories (and nonfiction writing) to keep moving forward. They should be used in chronological order.

Developing Fluency

- **Reading** Listening and Speaking

Listening and Speaking

Phrases for Conversation

Transitional Phrases

Then . . .
Next . . .
At first . . .
Finally . . .

Tell a Story About a Time of Transition

Work with a partner to tell a story about a transition you experienced. Focus on developing a main idea, or theme, for your story. **Support** that main idea with details.

1. Begin by brainstorming ideas.
   a. Write down a few important changes in your life, such as your first days in a new school, or moving to a new area or home. Identify a few details for each idea. Consider details from before the transition and after.
   b. Choose one topic that you feel comfortable sharing with a partner.
2. Write down the events, in order, that created the transition. Be sure to identify the people involved in your story.
3. End your story with a lesson that you learned from the change you experienced.
4. Be sure to speak clearly and to use the volume and tone of your voice to add interest to the story. Move around and use gestures and facial expressions to show your story rather than simply tell it.
5. As you listen to your partner, note the main idea in his or her speech and the supporting details.
6. Summarize your partner's story to make sure that you understood the main idea and supporting details in the story.



Differentiated Instruction • Listening and Speaking

Scaffolding

Say: *Think about something that happened to you that you want to share with your listeners. It may be a universal experience, one they have experienced themselves (arriving in the United States or coming to school for the first day).* Suggest that students avoid topics that are too personal to share with the class.

Extension

Some students may want to tell about an experience that occurred when they were young. Allow them to interview a family member for additional information. Talking to several people about the same event may also be illuminating. Each person may recall different aspects of the event and bring their own points of view to the telling.

Reading Fluency

Reading Words in Chunks

Reading words in chunks, or groups of words, can help you to read more quickly and fluently. As your reading skills improve, you will become a more confident and accurate reader.

1. Silently read the paragraph below. Do not read word by word. Instead, read the chunks of words. Pause briefly at every slash, and a little longer at every double slash.

On a cool morning,/ **droplets** of dew cover the grass.// Where does this water come from?// You might think it had rained recently.// However, dew forms / even if it has not rained.// Air is made of a mixture of different gases,/ including water **vapor**.// Some of the water **vapor** condenses / —or becomes liquid— / on the cool grass and forms drops of liquid.//

2. With a partner, practice reading the paragraph aloud.
3. Reread the paragraph until your reading becomes smoother and more fluent. Discuss with your partner ways to improve your reading.

Vocabulary Development

Words with Multiple Meanings

Often, one word has more than one meaning. For example, the word *state* can mean "a portion of a country that has specific laws in addition to the laws of the country," like the state of California or New York. Or the word *state* can mean "a condition or situation." Water, for example, is in a liquid state.

As you read, use the context of a word to understand which meaning is being used. In other words, think about what the sentence is about. Then use the words that surround a multiple-meaning word to determine its meaning.

Read each sentence below. Use the context to determine the meaning of the underlined words.

1. Maria fixed the broken television. Now it works perfectly.
2. A solid has a fixed shape, but a liquid and a gas do not.
3. José heard his favorite song on the radio. He turned up the volume until his ears hurt.
4. The large measuring cup holds a total volume of 32 ounces.
5. I found the poem in the second volume of the collection of books called *Great Poems*. There were ten books in that collection.

Build Your Knowledge

Words that have the same spelling and pronunciation but different meanings are also called **homographs.** **Homophones** are words that are pronounced the same but have different spellings and meanings, for example, *to, two,* and *too.* See page 449 for more examples.

Checkpoint

1. How can a reader determine the meaning of a word that has **multiple meanings**?
2. Write two sentences using different meanings for the word *light*.

Vocabulary Log | Workbook page 80 | Independent Practice CD-ROM/Online

Unit 2 • Chapter 1 After Readings 1 and 2

Reading Fluency

Reading Words in Chunks

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Application Chunks should consist of clauses and phrases grouped for meaning. You can model reading words in chunks for the students as you read aloud. You can also demonstrate visually by drawing lines between chunks in board sentences, as in the student book.

Vocabulary Development

Words with Multiple Meanings

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Preteach vocabulary Explain that *multiple* means more than one. ***Say:*** *In English, words can have more than one meaning. Their spelling and pronunciation stay the same. Look for context clues—words nearby—for help. If you cannot understand the use of the word, go to a dictionary for a definition of each of the multiple meanings. Find the meaning that makes sense in the sentence.*

Reading Fluency

Repeated Reading Vocabulary Development

Answers

1. mended
2. rigid or unmoving
3. sound level or loudness
4. space, quantity
5. one book or one of a series

Checkpoint Answers

1. A reader must use the context of a sentence to determine the meaning of an unknown word.
2. Sample answers: I turned on the light; the feather was light in my hand; the color was so light that I could hardly see it.

Grouping Strategies

Additional practice Divide students into small groups to practice their stories. Tell student groups to have one student read or tell his or her story while other students listen closely. Listeners should make helpful suggestions ("Slow down a little because you seem to be rushing") and volume ("Speak up so we can hear all the details"). Model how to deliver constructive criticism.

Listening and Speaking Strategies

Analyze oral communication Students may be unclear about the meanings of *volume and tone.* ***Say:*** Volume *is how loudly or softly you speak. Speak loudly enough for everyone to hear. But you do not have to shout.* Tone *means the way you talk – your voice rises and falls, you smile to show listeners that you want them to enjoy your story.* Demonstrate for students by speaking in your usual voice, then changing the tone and volume.

Grammar

The Present Progressive Tense

Instructional Routine for Grammar
page Txxxii

- **Preteach** Write the word *progressive* on the board. ***Say:*** Progressive *means that something is in transition, it is happening over a period of time. A progressive verb describes an action that continues for some time.*
- **Teach** Point out the difference between the present tense and the present progressive. ***Say:*** I stand *is present tense. The words* I am standing *are present progressive. The sentences have very similar meanings, but* I am standing *tells you what the speaker is doing as he or she speaks.*
- **Practice** Have students form the present progressive tense of the following verbs: *choke, swing, drive, fall.* (choking, swinging, driving, falling)
- Give examples of short sentences and have students tell whether the verb is present or present progressive tense: *The dog walks* (present); *The cat is walking* (present progressive); *We are eating dinner* (present progressive); *I eat my breakfast* (present); *I am doing my homework* (present progressive).
- Have students share their answers for **Use the Grammar Independently** with a partner before sharing them with the class.

Practice the Grammar Answers
1. walking
2. speaking
3. calling
4. driving
5. learning

Use the Grammar Sample Answers
- He is not studying, Curt is collecting coins.
- She is running to the beach for the day.
- I am waiting for you to get here.

Checkpoint Answers
eat, writing, drawing, crying

Grammar

The Present Progressive Tense

The **present progressive tense** describes an action that is happening right now.

I **am practicing** the piano. Diego **is playing** his guitar.
The students **are taking** an exam.

The present progressive can also be used to describe a longer action in progress, though that action may not be happening at this very moment.

I **am studying** to become a doctor.
We **are saving** money for our vacation.

To form the present progressive tense, use the correct form of the auxiliary verb **be** in the present tense. Then add the **present participle**, or **-ing** form, of the verb.

Note: When the verb ends in **–e**, drop the **–e** before adding **–ing**.

Present Progressive Tense

subject	*be*	verb + *-ing*
I	**am**	**driving.**
You / We / They	**are**	**studying.**
He / She / It	**is**	**singing.**

Grammar Expansion
Present Progressive for Planned Activities in the Future
Workbook pages 83 · Independent Practice CD-ROM/Online

Practice the Grammar Copy the sentences below. Underline the verbs in the present progressive tense.

1. We are walking to the main office.
2. The woman is speaking Creole to us.
3. Papa is filling out school forms.
4. The students are arriving to class.
5. I am learning about my new school.

Use the Grammar Independently Write three sentences using the present progressive tense. Underline the verbs in the present progressive.

Curt is studying for tomorrow's test.

Workbook page 81 · Independent Practice CD-ROM/Online

Checkpoint
Give the present participle of the following verbs: eat, write, draw, cry.

Differentiated Instruction • Grammar

Scaffolding

Review the forms of *be* from the chart on page 94. ***Say:*** *The words* am, are, *and* is *are forms of the verb* to be. *It is an irregular verb in English.* ***Ask:*** *Use the chart. What form of* to be *comes after* it? (is) *What form goes with* I? (am) *What form do you use if the subject is* the school? (is)

Extension

Give students the following sentence frames. Tell them they to complete the sentence with the present progressive tense. Have them place the correct auxiliary (be) verb in the first blank, and the correctly spelled participle form in the second blank.

1. *I ___(am)___ ___wear + -ing___ (wearing) a heavy coat.*
2. *The dog ___(is)___ ___run + -ing___ (running) fast.*
3. *Anya's mother ___(is)___ ___drive + -ing___ (driving) us to the mall.*
4. *They ___(are)___ ___wait + -ing___. (waiting) to buy the new book.*

Grammar

The Past Progressive Tense

The **past progressive tense** describes actions that were in progress at some point in the past. Sometimes this tense indicates actions that were interrupted, or that were happening at the same time as other actions.

Valerie **was eating** dinner when the phone rang. It was her mother, who **was calling** to say hello. Valerie's dinner got cold while she **was speaking** with her mom.

To form the past progressive tense, use the correct form of the auxiliary verb **be** in the simple past tense. Then add the **present participle**, or **-ing** form of the verb.

Past Progressive Tense

subject	*be*	verb + *-ing*
I	was	driving.
You / We / They	were	studying.
He / She / It	was	singing.

Practice the Grammar Copy the sentences below. Use the verb in parentheses to fill in the blank with the correct past progressive tense.

1. The water on the street ____ (change) into ice because of the freezing temperatures.
2. As the chocolate ____ (melt), it ____ (become) a liquid.
3. We ____ (learn) how a liquid becomes a gas when Jacob asked a question.
4. They ____ (heat) the iron in order to melt it.
5. I ____ (hope) to play in the snow when I saw that it had all melted.

Use the Grammar Independently Write a paragraph about your actions and the actions happening around you last night at 8:00. Include verbs in the past progressive tense. Underline the verbs in the past progressive.

Last night I was watching a movie when the electricity went out.

Workbook page 82 | Independent Practice CD-ROM/Online

Grammar Expansion

Yes/No Questions and Negative Statements in the Present and Past Progressive

Workbook pages 84 | Independent Practice CD-ROM/Online

Checkpoint

What is the difference between the present progressive and the past progressive?

Unit 2 • Chapter 1 After Readings 1 and 2

Grammar

Past Progressive Tense

- **Preteach** Remind students that the present tense is happening now. It tells what is happening as you speak. The past tense is the verb form that tells what happened yesterday or in the past.
- **Teach** Use the chart on page 95 to show the forms of the verb *to be* that are used with the past progressive tense.
- **Practice** Model using the present progressive and the past progressive for students. ***Say:*** *I am teaching this class. Today we are learning the past progressive tense. Before we were learning the present progressive tense.*
- **Apply** Have students write sentences about what they were doing last week. Write these examples on the board: *I was studying English. I was working at a new job. I was practicing on the piano.*
- **Extend** Have pairs of students work together. One student gives a verb. The other student says the past progressive form of the verb.

Practice the Grammar Answers

1. was changing
2. was melting/ was becoming
3. were learning
4. were heating
5. was hoping

Use the Grammar Sample Answers

Last night I was reading a book when my sister began playing the radio loudly. She was dancing to the music. I was feeling unhappy, but then I started enjoying the music. Soon I was dancing with my sister to the music.

Checkpoint Answers

The present progressive indicates action happening now. The past progressive indicates an action that was happening at a point in time in the past.

Contrastive Analysis

Vocabulary development The present progressive tense may challenge Haitian Creole, Khmer, and Korean speakers who might substitute present tense verbs where *-ing* is used (*She is eat.*) Use the charts on pages 94 and 95 to explain that the *-ing* form of the verb must be used with the *be* verbs in the present and past progressive tenses.

Reteach and Reassess

Grammar review If students have difficulty, review the qualities of the *-ing* participle. Review the forms of "to be." Have students sit in a circle and say a simple sentence that uses the present progressive. Begin with *"I am ___-ing."* On the second round, start sentences with *"You are ___-ing."* On the third round, have students try, *"We are ___ -ing."* On the final round, use the sentence frame. *"They are ___-ing."*

Writing Assignment

Descriptive Essay

Instructional Routine for Writing page Txxxvi

Teacher Resources: Graphic Organizers: ...ragraph

Milestones Handbook, pages 429-469

- **Vocabulary review** Remind students to use Key Vocabulary words in their writing whenever possible.
- **Review formatting** Remind students to ...ndent the first line of their paragraphs. Review format with the **Paragraph** graphic organizer.
- **...ammar review** Review present and past ...rogressive verbs and remind students to use ...hem when writing dialogue.

...ing Prompt

- **...pret the writing prompt** Read the Writing Prompt aloud. ***Ask:*** *What subject will the essay ...us on?* (the painting on page 97) *What is the ...rpose of your writing?* (to describe events in ...e painting)

... the Student Model

- **...ze the model** Have students read the ...odel silently. ***Ask:*** *Where does the author ...t the subject of her essay?* (in the first ...aragraph) *What descriptive words does ...e author use?* (big, bright star; good food, ...ely day) *What people from the painting are ...entioned in the essay?* (the birthday girl, her ...e, her grandfather, her family and friends)
- **...mmar review** Point out the phrases *is ...elebrating, is sitting, is trying, was dreaming, ...s grilling, is adding, are looking* in the ...tudent model. ***Ask:*** *What verb tenses does the author use in these examples?* (present ...gressive and past progressive) *Say: Remember to use progressive verbs in your essays.*

...ading Fluency

...leading Student Model

After Readings 1 and 2

Writing Assignment

Write a Descriptive Essay

Writing Prompt

Look at the painting on the next page. Write an essay that describes what the painting is about. This will be your thesis statement. Identify details in the painting that **support** your interpretation of the art. Include the present and past progressive verb tenses to say what is going on in the art and what you think was happening before the moment captured in the painting.

Write Your Descriptive Essay

1. Read the student model.

Student Model

A Family Celebration

Thesis Statement

Barbacoa para Cumpleaños, by Carmen Lomas Garza, is a painting about a family enjoying a big, back-yard barbecue in celebration of a young girl's birthday.

In the painting, the family is celebrating a birthday. A big cake is sitting on a table, waiting to be eaten. The birthday girl is surrounded by her family. She is trying to hit a piñata—a big, bright star—and hoping that candy and toys fall at her feet. All week long, she was dreaming about the barbecue and about all the good food they would eat. Her uncle is grilling the meat now, and her grandfather is adding charcoal to the grill. It is a lovely day, and her family and friends are looking forward to an evening of smiles and fun.



Barbacoa para Cumpleaños (1993), Carmen Lomas Garza

Workbook page 85

Differentiated Instruction • Writing Assignment

Scaffolding

Have students study the picture closely before they begin to write. Have them talk to a partner about what they see. ***Ask:*** *Who is in the painting?* (a family) *What is happening?* (The family is having a party.) *Where are the people?* (on the front porch.) Have students use these sentences to help begin writing.

The painting shows a ___.
The people in the picture look like they feel ___ because ___.
The characters in the painting are___.

Extension

Have students find out more about the artist Carmen Lomas Garza. Have them look in the library for her books and online for images of her paintings. ***Ask:*** *Where did Carmen Lomas Garza grow up?* (South Texas) *When did she decide to become an artist?* (in middle school) *Who inspired her to become an artist?* (her mother) Have students go beyond those sample questions to find out more and write a brief report about their information.

2. **Prewrite.**
   a. On a piece of paper, make a list of the details shown in the second painting, called *Sandía/Watermelon*. Begin with the most prominent detail, and then continue with the details that surround it.
   b. From your list, write one sentence that summarizes what you think the painting is about. This statement will become your thesis statement.
3. **Write your essay.**
   a. Begin with your thesis statement.
   b. The body of your paragraph will contain all the details that helped you to determine the thesis statement. Do not include anything that does not **support** the thesis statement. Use the present progressive tense to describe what is happening in the art, and use the past progressive to describe the events that led to the moment captured in the art.
4. **Revise.** Make sure the thesis statement and the body work together. Use the **Writing Checklist** to help you find problems and errors.
5. **Edit.** Use the **editing and proofreading symbols** on page **455** to help you mark the changes you need to make.
6. Read your essay to the class.



Sandía/Watermelon (1986), Carmen Lomas Garza

Writing Checklist

1. I created a thesis statement that I **supported** in the body of my writing.
2. I described what is happening in the painting.
3. I described events leading up to the moment captured in the art.
4. I included present and past progressive verb tenses.
5. I proofread and edited my work.

Writing Support

Mechanics

Hyphens and Dashes

Hyphens and dashes have different uses. **Hyphens** are used to connect words or phrases.They are used in three ways:

- in numbers (twenty-one) and fractions used as adjectives (two-thirds vote)
- with the prefixes *ex-, pro-, self-,* and *anti-* (ex-partner, pro-recycling, self-starter, anti-slavery)
- in compound adjectives before the noun that is modified (after-school meeting, well-planned party)

Dashes are used to indicate a break in thought.

The game was delayed for three days—the playing fields were too muddy for use.

Mother planted cosmos—bright pink and purple flowers—in her flower bed.

Apply Check your essay for places to use hyphens or dashes. Have you used each type of punctuation correctly?

Mechanics Connection

Spelling Explain that some words always contain hyphens, such as *mother-in-law, merry-go-round, worn-out,* and *T-shirt.* Tell students that the only way to be sure of correct spelling is to check a dictionary. Suggest students begin a classroom list of hyphenated words for everyone to add to.

Cultural Connection

Identify with art Carmen Lomas Garza's painting shows a multigenerational Mexican family. ***Say:*** *You do not have to be from Garza's culture to relate to her sense of family.* ***Ask:*** *What parts of her paintings seem familiar to you?* (Students should show a personal response to the painting.) *How does her work make you feel? What, or whom, do you think about when you look at her paintings?* (Sample answers: the grandparents seem familiar because my grandmother lives with us; I think about my own family, especially my mother, when I look at her paintings.)

Writing Assignment (cont.)

Prewrite

Reread the Writing Prompt ***Say:*** *The purpose of your essay is to describe. The painting is the subject. The instructions say to look at it and tell what it is about.* Remind students that a thesis statement is the main idea of the essay. Point out the thesis statement in the student model. ***Say:*** *In the student model, the details in the second paragraph support the thesis statement.*

Write Your Essay

Take notes Have students look closely at the painting and take notes about what the people are doing. Tell them that their notes do not need to form complete sentences; they will use the list to get ideas for their writing. Have students revise their notes to include present and past progressive verbs. Then write a first draft.

Revise

Choose words carefully Encourage students to make good word choices as they revise their essays. ***Ask:*** *Which of these words would you use to describe the painting? violent (no) warm? (yes) friendly? (yes) angry? (no) dangerous? (no) caring? (yes) What other words describe the painting?* Have students use the list of details they created to make a thesis sentence. They will find that many of the people in the painting are doing the same thing (enjoying a slice of watermelon). Explain that when many people are participating in one activity in an artwork, it's safe to say that that activity is the main idea of the painting.

Edit

Support your ideas Remind students to include supporting details that are specific and relevant so that someone who has never seen the painting will be able to visualize the activity and the people in his or her mind.

Publish

Read aloud Have students read their essays to the class. As students read, have students discuss how the essays are alike and how they differ. (in spite of being written about the same painting) ***Ask:*** *Why do you think the compositions are not exactly the same?* (Each person experiences the artwork differently.)

Unit 2 • Chapter 1
Check Your Progress

Progress Check

Milestones Tracker

Teacher Resources: *ExamView®*

Progress Check Answers

Word Connections

Vocabulary From the Readings

fluid *(liquid, flowing, molten, watery)*
impression *(imprint, pattern, indentation)* or *(conviction, inkling, notion)*
outshine *(better, outrival, vanquish, subdue, surpass)*
quarrelsome *(cantankerous, argumentative, irritable, passionate, turbulent)*
reluctant *(disinclined, disheartened, disinterested, uneager, unwilling)*
slew *(quantity, measure, heap, bundle, magnitude)*
arrangement *(compact, compromise, provision)* or *(grouping, distribution, organization)*
droplet *(driblet, sprinkling, speck, smidgen, trickle)*
particle *(fragment, molecule, speck, morsel, drop)*
range *(bounds, expanse, parameters, spectrum, domain)*
vapor *(condensation, dampness, moisture, steam, exhalation)*

Academic Vocabulary

support *(base, bed, brace, foundation or assistance, backing, blessing, protection)*
deduce *(conclude, consider, gather, reason)*
contrast *(oppose, separate, contradict, differentiate)*
participate *(cooperate, conspire, coproduce, cofunction)*

Reading Strategies

The main idea is the most important idea in the reading. An effect is the result of a cause, or a reaction.

Text Genres

novel excerpt; science textbook

Reading Comprehension

Behind the Mountains is about Celiane's transition from Haiti to New York.
"Changes in state are physical changes" is about the transition of a substance from one state to another.

Literary Element

An adjective to describe the tone of a story could be formal, informal, kind, or serious.

Spelling

shopped, climbed, carried

Writing Conventions

Answer: oz

Listening and Speaking

Phrases for conversation A transitional phrase shows the passage of time or a change from one circumstance to another.

Vocabulary Development

A reader can determine the meaning of a word with multiple meanings by looking at the word's context.

Grammar

Form the present progressive form of a verb by using the simple present tense form of *be* for the first part. For the second part, add *-ing* to the main verb. Form the past progressive form of a verb by using the simple past tense form of the verb be and adding *-ing* to the verb.

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **fluid, impression, outshine, quarrelsome, reluctantly, slew**	76
	• **arrangement, droplet, particle, range, vapor**	86
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **support, deduce**	77
	• **contrast, participate**	84
Reading Strategies	What is a **main idea** in a reading selection?	77
	What is a **cause**? What is an **effect**?	87
Text Genre	What is the text genre of *Behind the Mountains*?	78
	What is the text genre of "Changes of State Are Physical Changes"?	87
Reading Comprehension	What is *Behind the Mountains* about?	85
	What is "Changes of State Are Physical Changes" about?	91
Literary Element	Choose an adjective that might describe the **tone** of a story.	85
Spelling	Give the simple past tense of the verbs **shop, climb,** and **carry.**	91
Writing Conventions	What is the abbreviation of "ounce"?	91
Listening and Speaking	**Phrases for Conversation** What does a transitional phrase do?	92
Vocabulary Development	How does a reader determine the meaning of a word with multiple meanings?	93
Grammar	How do you form the present progressive tense?	94
	How do you form the past progressive tense?	95
Writing Support: Mechanics	Which punctuation mark is used to interrupt thoughts in writing?	97

Writing Support

A dash is used to show an interruption of thought in writing.

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

Going Home Again

1 My family lives in New York City. On weekends, we sometimes explore different neighborhoods. We feel like strangers, but since it is our city, it is still home.

2 My brother and I know what it is like to feel like strangers. Last summer, we went to Mexico, where our grandparents were living. The transition was not very fluid. My grandfather wanted us to speak Spanish with him. The food was very different. But our grandmother took us to a beach that was prettier than any we have seen in New York, and we decided we loved it. Just as we were getting used to life there, it was time to return to New York. My brother said, "I can't believe we are going home already!" Our grandparents reluctantly said goodbye to us at the airport.

3 When we stepped off the plane, we felt like strangers again because we were used to how things are in Mexico. But as soon as I saw my house, it felt like home again!

1 **What does the word fluid mean in the following sentence?**

> **The transition was not very fluid.**

- **A** scary
- **B** kind
- **C** welcoming
- **D** smooth

2 **What is the main idea of the passage?**

- **A** New York City is the best place.
- **B** Family is important.
- **C** It takes time to adjust to new surroundings.
- **D** Traveling is tiring.

3 **What is the effect of the writer's getting used to life in Mexico?**

- **A** He wanted to go back.
- **B** He felt like a stranger in New York.
- **C** His grandparents didn't want to say goodbye.
- **D** He liked the food.

4 **What are the two settings of this passage?**

- **A** two different neighborhoods of New York
- **B** New York and New Mexico
- **C** school and home
- **D** New York and Mexico

Writing on Demand: Descriptive Essay

Describe your favorite place. Give enough details so that the reader feels like he or she is there. Include in your description the sights and sounds of the place and how it makes you feel. **(20 minutes)**

Writing Tip
Remember to use adjectives and adverbs to make your description more interesting.

Study Skill

Reading textbooks startegy Explain to students the SQRW strategy for reading textbooks:

- **Survey** To survey a chapter, students should read the title, introduction, headings, and conclusion. They should also examine pictures, tables, graphs, maps, and read captions.
- **Question** Students should keep questions in their mind as they read. Questions give students a purpose for reading and help them stay focused on the content. Students should read the headings and form a question for each section.
- **Read** Students should read the information that follows each heading to find the answers to their questions.
- **Write** Students can then write each of their questions and its answer in their notebooks.

Unit 2 • Chapter 1 Check Your Progress

- **Assessment Book:** Unit 2, Chapter 1 Quiz
- **Teacher Resources:** *ExamView®* Unit 2, Chapter 1 Quiz
- **Milestones Tracker:** Unit 2, Chapter 1 Quiz
- **Workbook : Assesment Practice Pages**

Assessment Practice

Test-Taking Strategies

Remind students that when they answer a multiple-choice question they should be sure to read all the possible answers before marking their choice.

Answers
1. D
2. C
3. B
4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret the writing prompt** Read the writing prompt together. Answer any questions they may have.
- **Organize quickly** Tell students they need to organize their ideas. Lists and outlines are helpful for organizing writing.
- **Revise *Say:*** *Look back at the prompt and make sure that you have included everything the prompt asks for. Add any other details when you revise.*
- **Edit** Remind students to make sure that every sentence begins with a capital letter and ends with a period, question mark, or exclamation point. Remind students to use the **Writing Checklist** to edit their writing.

Reading Fluency

Echo Reading *"Going Home Again," paragraphs 1–3.

Unit 2 • Chapter 1
Before Reading 1

Objectives

Reading Strategies
Ask: *What are some ways in which you organize things?* (Answers will vary, but suggest organization of DVDs by genre or alphabetical order by title.) ***Say:*** *When you organize information, you remember it longer. You also need to check predictions as you read. Sometimes new details mean you have to revise your prediction about what will happen next.*

Listening and Speaking
Say: *When you retell a story, you tell what happened in your own words.* Have students retell familiar fairy tales or other stories.

Grammar
Say: *Adjectives describe, or tell more about, nouns. Adverbs describe verbs, adjectives, or other adverbs.* Have students identify adjectives and adverbs in these sentences:
- The brown dog chased the car. (adjective: *brown*)
- The dog reached the car very quickly. (adverbs: *very, quickly*)

Writing
Ask: *What is a problem families have? What is a solution to that problem?* Briefly write these on the board. ***Say:*** *We will be writing about problems and solutions.*

Informal Pre-Assessment
Ask students what it means to predict an event. Be sure students understand the concept of a prediction as a guess about the future.

Formal Pre-Assessment
Select items from the **Assessment Program** or the **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

Preview The **Chapter Focus Question** is a question that students will answer after the two reading selections. Students should keep the question in mind as they read.

About Reading 1

Interpret the Image ***Ask:*** *Do you recognize the person in the photo?* (George Washington) *Where have you seen this picture before?* (on a one-dollar bill) *What does this image tell you about what the reading selection may be about?* (Students may suggest that the reading will have to do with the U.S. government.)

CHAPTER 2

Objectives

Reading Strategies
Organize information; Make and revise predictions

Listening and Speaking
Retell a story

Grammar
Learn about adjectives and adverbs; Use adjective and adverb phrases

Writing
Write an expository essay about a problem and a solution

Academic Vocabulary

sequence	solution
influence	trigger

Academic Content
Origins of the United States Constitution
The performing arts

Chapter Focus Question
What qualities does a person need to face an important transition in life?

Reading 1 **Content:** Social Studies
Informational text: Magazine article
CRISIS OF GOVERNMENT
by Gina DeAngelis

Reading 2 **Literature**
Memoir (excerpt)
A Shot at It
by Esmeralda Santiago

CRISIS OF GOVERNMENT

About the Reading
After the Revolutionary War, the young United States turned its attention to creating a new government. The article you are about to read tells the story of the docum that made this government work.



Differentiated Instruction • Use Prior Knowledge

Scaffolding
Draw on students' experiences of cooperation. ***Ask:*** *Has anyone ever played a game or done a jigsaw puzzle with family members? How did you work together on the project?* (talked, listened, helped). Explain the word *cooperation.* ***Say:*** *People cooperate on large and small projects. In this selection, you will read about real historical characters who cooperated to write the laws of a new nation.*

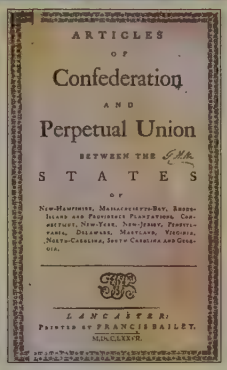
Extension
Have students write a paragraph that elaborates on one of the examples they've written in the table. Students should provide details about an experience in which they were part of a group of people who worked together to accomplish a task. Ask volunteers to read their paragraphs to the class.

Before Reading 1

Build Background

A New Way of Governing

In 1777, the Articles of Confederation were created. The Articles were the guidelines by which the United States governed itself following the Revolutionary War. Within ten years, however, it became clear that the Articles had created a government of individual states, not a unified nation. It was difficult for each state to pay off the money it owed to the nation. Tax laws varied from state to state, and this caused confusion and rebellion. The nation needed a new way of governing.


ARTICLES
OF
Confederation
AND
Perpetual Union
BETWEEN THE
STATES
OF
LANCASTER:
PRINTED BY FRANCIS BAILEY.

The Articles of Confederation were guidelines for all the existing states in 1777.

Use Prior Knowledge

Working Together

In the late 1700s, the United States of America did not have a powerful national government, and sometimes the original 13 states could not agree on how to run the new country. "Crisis of Government" shows how cooperation among the states was necessary in order to pass laws, solve problems, and form a central government. This cooperation created a strong nation.

Where do you see examples of cooperation in your own life? What goals are achieved when people work together? Think about the different situations below and provide an example for each.

Your family	In the classroom	On a sports team	In your community	Public leaders
		winning a game		

Social Studies Connection

Build background knowledge Students may need more background information about this period in U.S. history. Have students research the topic or provide these details on a timeline of important events in U.S. history. These dates are mentioned in the reading. Have students use the timeline to locate relevant information as they read.

Key dates and events may include:

1754: Benjamin Franklin suggests the colonies form a unified group
1765: Sons of Liberty forms to call for independence from Great Britain.
1773: Boston Tea Party protests taxes
1775: The Revolutionary War begins
1776: Continental Congress signs Declaration of Independence
1777: Articles of Confederation are written.
1781: The Revolutionary War ends
1781–1787: The Articles of Confederation prove to be too weak
1787: Constitutional Convention writes a new constitution.
1788–1791: Bill of Rights is added to the Constitution.

Build Background

A New Way of Governing

- **Pre-assess** Ask students to tell what they know about the Revolutionary War. ***Ask:*** *Who fought in the Revolutionary War?* (The colonists fought British troops.) *Why did they fight?* (The colonists fought for independence.) *Who won the Revolutionary War?* (The American colonies)
- **Teach** ***Say:*** *The paragraph says that the new nation had a problem: its weak central government. In this selection, you will read about how American leaders solved the problem.* ***Ask:*** *What questions do you have? Questions help you to focus your reading as you look for answers.* (Possible answers: How did the new government solve the problem? Did the people agree with the new plan?)
- **Make inferences** ***Say:*** *In most countries people pay taxes to a government.* ***Ask:*** *Why inferences can you make about why it is important to pay taxes?* (Possible answers: taxes pay for services, schools, post.)

Reading Fluency

Reading Words in Chunks Build Background

Use Prior Knowledge

Working Together

Use text features After students complete the chart, review their answers as a class. Copy the chart on the board. Fill in each column with responses from different students. Show students a variety of ways people can cooperate.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

crisis *(catastrophe, culmination, juncture, impasse, quandary)*
debt *(deficit, bill, obligation, mortgage, commitment)*
enforce *(coerce, invoke, sanction, implement, expect)*
framework *(foundation, groundwork, structure, fabric, skeleton)*
impose *(dictate, command, require, intringe, burden)*
resolve *(courage, firmness, intention, undertaking, willpower)*

Have students use **Word Squares** to define each word, use it in a sentence, and write synonyms.

- **Vocabulary development** Have students identify which Key Vocabulary words are nouns and verbs. ***Say:*** *We are going to make a chart with two columns.* Write the headings *Nouns* and *Verbs* on the board. Ask students to define each term. (A noun is a person, place, or thing. A verb is an action word.) Have volunteers write vocabulary words into the correct columns: nouns: *crisis, debt, framework;* verbs: *enforce, impose, resolve.* Have students change *enforce* to *enforced, enforces,* and *enforcing; impose* to *imposed, imposes,* and *imposing;* and *resolve* to *resolves, resolved,* and *resolving.* Have students write sentences with each verb form.
- **Extend** Tell students to look for Key Vocabulary words in other classes and in reading or conversation outside school.

Practice Vocabulary Answers

[illegible]work
[illegible]
[illegible]s
[illegible]
[illegible]
resolve

Use Vocabulary Independently Sample Answer

You may not think it is a **crisis** to go into **debt**, but it can be. My family began building the **framework** for a house. We didn't want anyone to tell us how to do it, so we **resolved** that problem by paying for the house without a bank loan. That way, no one could **impose** rules on us about how to build the house. In the end, we were all happy that we **enforced** our rule about not going into debt on our house.

Checkpoint Sample Answers

debt
crisis

Before Reading 1

Key Vocabulary

crisis
debt
enforce
framework
impose
resolve

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted** words. Use the context to learn their meanings.

1. The hurricane tore down houses and trees and devastated our town. During this time of **crisis**, we depended on each other and slowly rebuilt our community.
2. Jorge borrowed fifty dollars from his mother last week; he owes her a **debt** of fifty dollars.
3. The umpires **enforce** the rules in baseball. They decide what is fair play and what is not.
4. Workers were building a new house in the neighborhood. We could see the **framework** of wood boards and beams.
5. My mother **imposed** a new rule: no television until all my homework is done.
6. We can **resolve** conflicts by compromising and seeing each other's point of view.

Practice Vocabulary Read each description below. Then identify the Key Vocabulary word that best fits the description.

1. ____ list of topics that will later become a full speech
2. ____ a police officer writing a ticket for a traffic fine
3. ____ a government creating a new tax that its citizens must pay
4. ____ money borrowed from the bank to buy a new house
5. ____ the lack of clean water, electricity, or food caused by a tornado
6. ____ two friends shaking hands after an argument

Use Vocabulary Independently Write a paragraph that uses each of the Key Vocabulary words.

Checkpoint

1. Which Key Vocabulary word is an antonym, or opposite, of "profit"?
2. Which word is a synonym for, or the same as, "trouble"?

Vocabulary Log | Workbook page 89 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

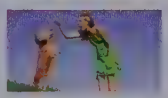
The words *debt* and *framework* may present some pronunciation difficulties. Model pronunciation of *debt* and *framework.* Tell students that the *b* is silent in *debt;* write "framework" on the board. Point out the two words, *frame* and *work.* Draw a line between them. Tell students that the *e* in *frame* is silent, so it is also silent in *framework.*

Extension

Have student pairs take turns devising a pantomime for a vocabulary word. Have volunteers pantomime for the class to see how quickly other students can guess the word. (Sample: mime opening your wallet and finding no cash = crisis)

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
sequence *noun*	a connected series of events or items, one following the other	I wake up at 7:00 AM, eat breakfast, then get ready for school. This is the **sequence** I follow every morning.	
influence *verb*	to change someone's mind or have an effect on	The trainer tries to **influence** the dog's performance by offering him treats.	

Draw a picture and write a sentence for each word.

Reading Strategy

Organize Information

Readers understand more of what they read when they organize the information in a reading. As you read, look for the **sequence** of events and the **influences** on the making of the Constitution. When you finish reading "**Crisis** of Government," you will organize the information into an outline like the one below.

1. Use Roman numerals (I, II, III) to indicate major topics.
2. Use capital letters (A, B, C) to organize information related to those topics.
3. Use numbers (1, 2, 3) to clarify specific information.

I. Documents that existed after the Revolution
  A. Articles of Confederation
    1. Gave power to the states and not to a central government

Checkpoint

1. What is the **sequence** of names in a telephone book?
2. Describe a person who has positively **influenced** the lives of others.

Vocabulary Log | Workbook page 90 | Independent Practice CD-ROM/Online

Contrastive Analysis

Vocabulary development Ask students to write down the words from other languages they know for each Key Vocabulary word. Have students read the words aloud. Volunteers can make a classroom poster of the Key Vocabulary word and its translation in all classroom languages.

Writing Strategy

Offer logical sequence of information Use a **Storyboard** graphic organizer to organize information sequentially. Tell a brief story and have students map it out on the storyboard. For example: America fought a war to be free of colonial rule. After they won, they wrote a plan for the government. The plan was too weak. The nation almost fell apart. Leaders decided to fix the plan. The new plan worked well.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Cluster Map, Vocabulary Log

Word Connections

sequence *(chain, array, arrangement, succession)*

influence *(alter, bias, incite, rouse)*

Have students fill out **Cluster Maps** to explore the Word Connections.

Use context to understand new words Have students look at the sample sentences in the chart. Review context clues in the first sentence. ***Say:*** *The writer gives an example in the first sentence. Then explain that the example shows a sequence.*

Reading Strategy

Organize Information

Teacher Resources: Graphic Organizers: Outline

- **Preview** Tell students that an outline is one way to organize information.
- **Practice the strategy** Model how to write an outline. Distribute the **Outline** graphic organizer. ***Say:*** *This format shows you how an outline should be organized. Let's make an outline of something we know about.* Have students choose a simple topic, such as the game of soccer. Generate an Introduction and two topics with details. Have students use the model as a guide to outlining the reading.
- **Instruction** Review Roman numerals. Write the first five Roman numerals on the board. *(I, II, III, IV, V)* Ask students to write the Arabic equivalent numeral on the board. *(I = 1, II = 2, III = 3, IV = 4, V = 5)*

Reading Fluency

Repeated Reading Reading Strategy

Checkpoint Answers

1. In a telephone book, names are in alphabetical order.
2. Student may supply names like Martin Luther King Jr., John F. Kennedy, Lance Armstrong, Mother Theresa, or a person from their own lives who has positively influenced them or others

Text Genre

Informational Text: Magazine Article

- **Define and explain** Make sure students understand that informational texts are nonfiction and give factual information. Point out the chart that lists the features of a magazine article about a historical event.
- **Making connections** ***Ask:*** *What magazines do you read?* (Students may suggest popular news and entertainment periodicals.) *Can you think what kind of article might contain dates and events?* (Answers should reflect understanding of these text features.)

Meet the Author

Gina DeAngelis

- **Explain author background** ***Say:*** *The events in this article took place over 200 years ago. Gina DeAngelis needed to do research to find out about the events.* ***Ask:*** *What sources would you use to research events from long ago?* (library research, Internet search, talk to experts such as archaeologists and historians)

Reading Focus Questions

- **Review** Explain to students that they should think about the **Reading Focus Questions** as they read "Crisis of Government." They will revisit the questions after reading the selection.

Reading Focus Questions Sample Answers

1. The states were unable to pay off the war debt without putting farms into bankruptcy, and rebellions were breaking out
2. The author probably felt this was an important turning point in American History.
3. Studying historical events teaches us lessons that we can apply to events today.

Checkpoint Answers

dates, events, and chronological order

A timeline puts events in the order they occurred, in chronological order.

Text Genre

Informational Text: Magazine Article

"**Crisis** of Government" is a magazine article. The purpose of informational texts is to inform the reader about a specific topic. Magazine articles about history share the following features.

Magazine Article: History	
dates	important days, months, and years
events	specific important happenings
chronological order	order in which events take place



Meet the Author

Gina DeAngelis is the author of many nonfiction books for young readers. She holds advanced degrees in history, and her writing includes biographies and screenplays. DeAngelis is originally from Hershey, Pennsylvania. She currently lives in Virginia with her husband, her daughter, and her pets.

Reading Focus Questions

As you read, think about these questions.

1. What events in the reading suggest that a transition in the government was about to occur?
2. Why do you think the author chose to write about this event in history?
3. What is the purpose of studying transitional events such as the one in "**Crisis** of Government"?

Checkpoint

Name three features of a magazine article about history.

Workbook page 91
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Bring in samples of age-appropriate magazines to share with students. Have each student or group of students look through a magazine for articles that contain dates, events, or that tell stories in chronological order. Have students share the examples with the class. ***Ask:*** *In what ways are magazines a good source of information, culture, and entertainment?* (Magazines deal with relevant issues and current trends.)

Extension

Have students work in small groups to come up with an idea for a magazine. Each group needs to:

1. decide on the magazine's focus or genre
2. name the magazine's target audience and its age
3. create a list of titles for articles that might be included
4. sketch a cover to represent the theme or focus of the magazine

Have students present their magazines to the class.

Reading 1
Content
Social Studies

Crisis of Government

by Gina DeAngelis

Prologue

The Revolutionary War left the United States with a large **debt**. Individual states had the responsibility of raising the money to pay off this **debt**, so each state began to **impose** higher taxes on its citizens. The owners of small farms found it especially hard to pay their taxes. Farmers who could not pay had to sell their farms or hand them over to the state. Shays's Rebellion, a protest of farmers against unfair state taxes, showed the Founders how much the nation needed a **centralized** government.

1 The 55 men who gathered in Philadelphia, Pennsylvania, in May 1787 were prepared to take **drastic** action. They were meeting to address the difficulties facing the nation and a **crisis** surrounding the U.S. government.



Independence Hall in Philadelphia, Pennsylvania, was a meeting place for the Founders.

2 The Articles of Confederation, written in 1777 and **ratified** by the states in 1781, had been the **framework** for the U.S. government following the American Revolutionary War. The writers of the Articles, however, had **resisted** giving their new national government any real power. They were more concerned with protecting individuals' and states' **rights**, and their outline for operating the young government was designed to do just that.

Reading Strategy

Organize Information What information from paragraph 2 should you include in an outline?

Reading Check

1. **Recall facts** What key event caused the decision to change the government?
2. **Draw conclusions** Where did the power to govern lie in the early days of the U.S. government?

centralized under the control of one authority
drastic extreme
ratified formally approved or accepted
resisted refused to allow
rights things that are guaranteed to a person or government by law

Social Studies Connection

Map skills Display a map of the original 13 colonies and a map of the current United States. Have students name the original thirteen colonies. Make sure students know that there are 50 states in the United States today. Mention the American flag as a memory device. The 13 stripes on the flag represent the original 13 colonies. The 50 stars represent the 50 states.

Reading Strategies

Text features Point out the prologue. Tell students that a prologue is an introduction. It tells readers background information. After reading the page, have students look back at the prologue. ***Ask:*** *How does the prologue prepare us to read the article?* (The prologue presents background information that the reader needs to understand the article.)

Read the Selection

CD 1, Track 8 (optional)

Instructional Routine for Reading
page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Preteach vocabulary** Make sure students understand the challenging vocabulary on the page, including the following words: *taxes* (money paid to a government), *centralized government* (one power that rules a country), *drastic* (extreme), *ratified* (confirmed).
- **Tapping reading** Tell students that you will begin to read the Prologue aloud. You will then tap a student on the shoulder. Whomever you tap will join you in reading aloud. Continue tapping students until as many as possible have read.
- **Interpret the image** ***Say:*** *The building in the picture shows the building where the Articles of Confederation and the Constitution were written.* ***Ask:*** *Why do you think this photo was chosen?* (to help readers visualize where the events in the article took place.)

Reading Fluency

CD Assisted Reading "Crisis of Governmnet," paragraphs 1–4

Reading Strategy

Review the strategy ***Say:*** *When you look for information to include in an outline, look for major points, subpoints, and supporting examples.*

Reading Strategy Answer
the year the Articles were written; a summary of the Articles' purpose

Reading Check Answers
1. Shays's Rebellion raised the need for a new form of government
2. The power to govern was in the hands of the state.

Read the Selection

- **Build vocabulary** Write the words *representative* and *delegate* on the board. ***Say:*** *These words are synonyms.* ***Ask:*** *What part of speech are they?* (nouns) *Use context clues to tell what these words mean* (a person who acts on behalf of someone else) Identify the representatives to Congress from your state and district.
- **Page and paragraph** Have different students read each paragraph.
- **Interpret the image** ***Say:*** *Describe what you see in the picture* (five people reviewing a document) Have students use clothing clues to identify the time period. ***Ask:*** *Who do you think these people are?* (some of the leaders from the states who were revising the Articles of Confederation)

ading Strategy

er Think-Aloud ***Say:*** *It is difficult to decide on the most important problem for Congress. I see that state governments did not enforce national laws. I can see how that would be a serious problem. Nothing seems more important than that.*

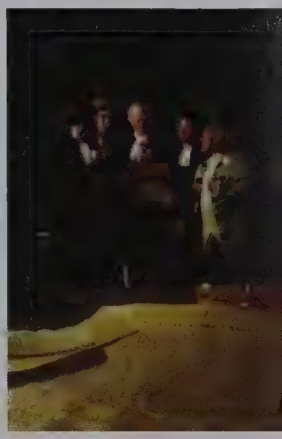
eading Strategy Answer
had no power to enforce its laws. This is the important point to include in an outline.

3 Under the Articles, the 13 state governments had more lawmaking power than the national government. Each state was allowed to send **representatives,** or delegates, to a national governing **body** called Congress.

4 The state governments, not the individual citizens, chose their delegates and had the authority to **recall** them at any time. No matter how many delegates a state sent to Congress or how many people lived in a state, each state had only one vote. And laws could not be passed unless at least nine of the 13 states agreed.

Reading Strategy
Organize Information Identify the most important point about Congress that should be included in your outline.

5 Though Congress was the entire U.S. government under the Articles of Confederation, its powers were limited **severely.** Congress could not raise money by **imposing** taxes, nor could it form an army. And it could not **resolve** disputes among the states. The president of Congress also had very little authority. Perhaps most difficult of all under the Articles was that laws passed by Congress were worthless unless each state government chose to **enforce** them.



Reenactment of the signing of the Declaration of Independence at Independence Hall.

6 There were leaders in each state who were aware of the weaknesses in the Articles of Confederation. Many, like James Madison of Virginia and Alexander Hamilton of New York, called for a special meeting to revise the Articles. Other leaders, even some members of Congress, felt there should be no **tinkering** with the framework, and they opposed any meeting.

representatives people who represent the residents of a community
body group of people
recall ask that something be returned, brought back
severely extremely, strictly
tinkering adjusting (in a small way)

Differentiated Instruction • Reading Comprehension

Scaffolding

Reread paragraph 4 that tells how state governments chose representatives. Explain to students that representatives today are elected. ***Ask:*** *What conclusions can you draw about the system of electing representatives today?* (It is probably more fair; the original system was changed because it was less fair.)

Extension

Remind students that good readers ask questions as they read. Have students work in pairs to write three questions about the text. For example, *What was the effect of Shays's Rebellion?* (It made leaders realize that the national government must be stronger.) Ask volunteers to read their questions to the class. Write their questions on the board and help students to find or infer answers from the text.

7 Shays's Rebellion, however, changed a lot of minds. Droughts and economic problems in the **decade** following the Revolutionary War left many Massachusetts farmers—often former soldiers—unable to pay their **debts**. They watched their farms get **seized** by tax collectors, and some farmers were thrown in jail.

8 In the autumn of 1786, Daniel Shays, a captain during the Revolution, and other leaders led mobs of angry farmers in the closing of several western Massachusetts courthouses. They hoped to prevent—by force, if necessary—the **bankruptcy cases** from being heard. The revolt threatened to spread to other states, and Congress had no authority to stop it.

9 Even though the rebellion was over by the end of February 1787, many people feared the young nation was falling apart. Convinced now that a meeting was **crucial**, delegates from 12 states (Rhode Island did not send anyone) met in Philadelphia in May. They were prepared to make important changes to the Articles of Confederation. But instead of simply revising them, the representatives wrote an entirely new Constitution.

10 In the **Preamble** to the Constitution, the **Framers** clearly explained why a new government structure was needed and what they expected of the central government. The biggest question they needed to answer, however, was how to form a government that represented its people and had enough power to get things done, without allowing it to become **tyrannical**. Certainly, nobody wanted to return to the way things had been under Great Britain's rule.



King George III was the ruler of Great Britain during the American Revolution.

Reading Strategy

Organize Information Should Shays's Rebellion be a part of your outline? Why or why not?

Reading Check

1. **Recall facts** Which two factors made it difficult for farmers to pay their taxes?
2. **Make an inference** Why is it important to know that many small farmers were also former soldiers?

decade ten years
seized taken over
bankruptcy cases trials for small farmers who were too poor to pay their taxes
crucial critical, of extreme importance
Preamble introduction
Framers men who designed and wrote the Constitution
tyrannical having total governing power without limitation

Unit 2 • Chapter 2 Reading 1: Content

Read the Selection

- **Read aloud** Read aloud as students follow along. Read at a normal pace. Use standard intonation patterns. Pause between paragraphs.
- **Interpret the image** ***Say:*** *Read the caption. Whose picture is this?* (Britain's King George III) *What can you tell about him from the picture?* (He was wealthy and powerful.) *How would you contrast his life with that of Daniel Shays?* (He is much wealthier than the farmers. He does not worry about debts.)
- **Vocabulary development** A *drought* is a time of little rain. A drought causes crops to die. Model pronunciation and have students pronounce the word correctly.
- **Grammar preview** Have students look at paragraph 9. Point out the word *young*. ***Say:*** *The word* young *is an adjective. We will learn more about adjectives on page 122.*

Reading Strategy

Review the strategy ***Ask:*** *Did Shays's Rebellion lead to changes that are related to the major idea of this article?* (yes) If so, it should be included in the outline.

Reading Strategy Sample Answer
Yes, the rebellion should be included because of the important part it played in the crafting of the Constitution.

Reading Check Answers
1. Drought and economic problems made it difficult for farmers to pay their taxes.
2. It is noteworthy because the soldiers risked their lives for the nation, and now they had to pay off the war debt, too.

Writing Strategies

Research information Tell students that Daniel Shays was one of the angry farmers who were losing their land to powerful courts. Have students look in reference books to find paintings and other depictions of Shays's Rebellion. Have them share their pictures. Have volunteers summarize the main facts of the rebellion. ***Say:*** *Write about Shays's Rebellion. Explain why he took over the courthouses.* (Shays wanted to stop the seizure of more farms.)

Contrastive Analysis

Word analysis Some languages do not form possessives as we do in English. French and Spanish, for example, use the word *of* (*de/du/des*) to show possession. Explain that it is not wrong to say "of Shays" in English but it is awkward. Help students to see that the *'s* is particular to English. Model the concept on the board. For example: *the bicycle of Paul* changes to *Paul's bicycle. Shays's* is a particularly difficult example because of the *s* at the end of *Shays*. See page 452 of the Handbook for more information about apostrophes used to show possession.

Read the Selection

- **Ping-pong reading** In pairs, have students do a ping-pong reading. One student reads a paragraph from one column, then his or her partner reads the paragraph in the facing column. Repeat for each row.
- **Interpret the image** Tell students that the building in the photo is the United States Capitol. Ask students what happens in a capitol building. (Students may know that Congress meets at the Capitol.) ***Ask:*** *In what city would we see the Capitol?* (Washington, D.C.)
- **Root words** Have students look at the word *amendment*. Point out the root word *amend*, which means "to change" or "to correct." ***Ask:*** *What does an amendment do?* (It changes or corrects a written document.)

Reading Strategy

Organize information Help students scan the text to find the key word *bicameral*. Start with the heads in the chart first.

Reading Strategy Answers
The two positions are senators and representatives. This information might fall under the heading of "Congress."

Reading Strategy

Organize Information
What two positions could politicians hold in the bicameral Congress? Under what heading in your **outline** should this information be placed?



The Matchup

Ever wonder exactly how the Articles of Confederation and the Constitution differed? Here's a comparison of some of the points that show how the Founding Fathers **modified** their ideas about the federal government between 1781 and 1787.

Articles of Confederation	Constitution
Unicameral legislature, called Congress (one house or governing body)	Bicameral legislature, called Congress (two houses or governing bodies)
2–7 members per state, appointed by state legislatures, served for one-year **term**	two senators per state, appointed by state legislatures, serve for six-year terms; representatives determined according to state population, elected by popular vote, serve for two-year terms
members limited to serve three out of every six years	no term limits for members
each state had one vote	each senator and representative has one vote
led by president of Congress	led by vice president in Senate, speaker in House of Representatives
required **unanimous** states' consent for **amendments** to articles	requires consent of three-fourths of states for amendments
state and federal governments shared responsibilities regarding issues of an army, a navy, coining money, and raising taxes	federal government assumes all authority over raising and supporting an army and a navy, coining money, and raising taxes

modified changed
term length of time in a political office
unanimous with the agreement of every person
amendments changes or additions

Differentiated Instruction • Reading Comprehension

Scaffolding

Explain that the table compares two similar forms of government. Each row compares one feature of the two governments. Ask questions to confirm understanding. *For how many years could a representative serve under the Articles of Confederation?* (three out of every six years) *Under the Constitution?* (no limit) *How many votes did each state have under the Articles of Confederation?* (one) *Under the Constitution?* (one for each senator and representative) *What percentage of states must agree to an amendment under the Articles of Confederation?* (100%) *Under the Constitution?* (75%)

Extension

Have students convert facts from the chart into sentences in an informative essay. Explain how to change each phrase into a sentence. Then offer a list of transition a words and phrases that help students connect the sentences to one another (*in addition*, *likewise*, *however*, and *yet*).

11 The Framers decided to give the national government specific duties, along with the responsibilities necessary to keep the country strong. The state governments then would get control over any tasks not given to the federal government. Also, power had to be separated and balanced among different **branches** of the national government. Congress represented the people and had the power to make laws, but its large body of members made it difficult to respond quickly in an emergency. A chief executive, or president, could do this, but his power had to be **checked** to avoid having rule by a king. Neither the president nor Congress could properly **enforce** laws or **resolve** disputes among the states, so a third **arm** of the government was needed. Thus, three branches were created: the legislative (Congress), the executive (a president and his advisors), and the judicial (the Supreme Court).

12 But should Congress represent the states or the people living in them? In what became known as "the Great **Compromise**," the Framers decided Congress would do both. With a Senate and a House of Representatives, Congress would be bicameral. The Constitution **preserves** the equality of the separate states by giving each, regardless of population size, two members in the Senate. In the House, the size of a state's membership is determined according to its population and ranges from only one representative to as many as 53. Congress was **deemed** so important that the Framers addressed its powers in Article I of the Constitution.

Reading Strategy

Organize Information Which branch of government was the last in the **sequence** to be developed? Be sure to include this branch in your outline.



A view of a modern-day state senate chamber

Reading Check

1. **Recall facts** What power goes to the state governments?
2. **Make an inference** What do you think the word *judicial* means?
3. **Speculate** Why do you think Article I of the Constitution was important?

branches divisions
checked controlled
arm division, branch
Compromise agreement where each side gets some, but not all, of what they wanted
preserves keeps safe
deemed acknowledged to be

Unit 2 • Chapter 2
Reading 1: Content

Read the Selection

- **Teacher read aloud** Read page 109 aloud as students follow along in their books.
- **Interpret the image** ***Say:*** *The room in this picture is the place a state senate meets.* ***Ask:*** *What do you think senators do in this room?* (give speeches, reach compromises, vote)
- **Grammar preview** Have students look at paragraph 11. Point out the word *large.* ***Say:*** *The word* large *is an adjective. We will learn more about adjectives on page 122.* ***Ask:*** *Are there any other adjectives on the page?* (specific, important)

Reading Fluency

Reading Words in Chunks "Crisis of Government," paragraphs 11–12

Reading Strategy

Organize information Remind students that a sequence tells the order in which events occur. Have them look back at the article and find where the branches of government are described.

Reading Strategy Answer
According to the article, the judicial branch was the last in sequence to be developed.

Reading Check Answers
1. The states control any government tasks not covered by the central government.
2. Sample answer: *Judicial* means having to do with the courts and judges
3. Article I outlines the powers and limitations of Congress.

Community Connection

Organize information Write the names of the three branches of the U.S. government on the board. Explain the responsibilities of each.

- *legislative (Congress): creates laws*
- *executive (President): enforces the laws with the power to veto laws passed by Congress*
- *judicial (Supreme Court): decides whether the laws are fair*

Discuss how the three branches work together and how they keep any one branch from becoming too powerful.

Contrastive Analysis

Identify common roots Write the words *unicameral* and *bicameral* on the board. Underline the prefixes *uni-* and *bi-* ***Say:*** *The prefix* uni- *means "one." Other words, such as* unicycle, uniform, *and* unicorn *have the same prefix. The prefix* bi- *means "two."* ***Ask:*** *Can you think of other words that begin with the same prefix?* (bicycle, biweekly, etc.) Explain that the word *cameral* comes from the Latin word for "room." ***Ask:*** *If* bicameral *means "two rooms" what do you think* unicameral *means?* (one room)

Apply the Reading Strategy

Organize Information

Deliver oral summary After students complete their outlines, have students form small groups. Students should present their outlines to the group.

Answers

Answers will vary but should reflect the chaotic government, the effect of Shays's Rebellion, the motion to keep the new nation together, and the need to strengthen the federal government.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary

xxx

Teacher Resources: Graphic Organizers: Web, Vocabulary Log

Word Connections

solution *(clarification, result, answer)*
trigger *(activate, elicit, generate, provoke)*

Have students use **Word Webs** to understand word connections.

Use context to understand new words ***Say:*** *Look at the first sample sentence for* solution. *The words "figuring out" describe finding the answers to crossword puzzles, so "solution" must mean "answer."* Remind students to look for context clues to understand unfamiliar words.

Academic Vocabulary Sample Answers

I figured out the **solution** to why my computer kept freezing.

The announcement of the school holiday **triggered** cheers from the crowd of students.

Checkpoint Sample Answers

The problem of crime might be solved by making punishments more severe.

Pollen, sunlight, or an allergy to an animal might trigger a big sneeze.

After Reading 1

Apply the Reading Strategy

Organize Information

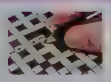
Now that you have read "**Crisis** of Government," you are ready to complete the Reading Strategy graphic organizer.

1. Review the **Reading Strategy** on page 103.
2. Copy the beginning of the outline.
3. Look back at the reading. Complete your outline, choosing, organizing, and putting the information you read in the correct **sequence**. Be sure to note the major **influences** that led to the writing of the Constitution.

I. Documents that existed after the Revolution
B. Articles of Confederation
1. Gave power to the states and not to a central government

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
solution *noun*	an answer to a problem, or a way to solve a problem	I am good at figuring out the **solutions** to crossword puzzles.	
trigger *verb*	to cause something to start; start a reaction	The freshly cut grass **triggered** an allergic reaction; it made me sneeze and made my eyes itchy and red.	

Draw a picture and write a sentence for each word.

Checkpoint

1. Provide an example of a problem and a **solution**.
2. What kinds of things might **trigger** sneezing?

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Prepare students for the **Reading Comprehension** questions by reviewing the reading. ***Ask:*** *What document was the original framework for the United States government?* (the Articles of Confederation) *What was the major transition in* "Crisis of Government"*?* (the creation of a new government in the United States) *Who were the Framers of the Constitution?* (the representatives who wrote the Constitution) *What two bodies make up the Congress?* (Senate and House of Representatives)

Extension

Arrange students in groups. Have them use what they learned about the Constitution to write a children's book on the subject. The book should use illustrations and simple words to explain who makes the laws and how the people in America help shape the government.

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** What document was replaced by the Constitution?
2. **Recognize problems and solutions** The Framers of the Constitution did not want a government that could become tyrannical. What **solution** did they offer to that problem?
3. **Speculate** According to the article, many people worried that the young nation would fall apart after Shays's Rebellion began. How might a small rebellion in Massachusetts **trigger** the downfall of the nation?
4. **Speculate** Why do you think the writers of the Articles were so concerned about protecting the rights of individuals and states?
5. **State your opinion** Do you think the Constitution was an improvement over the Articles of Confederation? Explain your answer.
6. **Revisit the Reading Focus Questions** Go back to page 104 and discuss the questions.

Workbook page 92 | Independent Practice CD-ROM/Online

Text Element

Audience

Every time you read a text, you become the **audience** for the writer of that text. Writers know what their audiences enjoy, and they often write with a specific audience in mind. An audience with an interest in gardening will enjoy reading a book about flowers and trees written by an expert on nature. Likewise, a book about computers will appeal to an audience that likes technology. Gina DeAngelis wrote "Crisis of Government" to appeal to an audience that enjoys American history and government.

Read the list of subjects below. Decide what kind of audience would enjoy reading about each subject.

1. Endangered animals
2. Race-car driving
3. Taking care of children
4. The world's greatest inventions
5. Food

Checkpoint

1. What is an **audience**?
2. How do your interests and hobbies play a part in what you choose to read?

Workbook page 93 | Independent Practice CD-ROM/Online

Reteach and Reassess

Outlines Review the parts of an outline. Remind students about Roman numerals and their Arabic equivalent. Refer students to page 103 and the **Outline** graphic organizer. Point out the type of information that needs to go on each line of the outline (outline title, major point, subpoint, support).

Home Connection

Writing for an audience Knowing your audience means thinking about what they are interested in and how you can create something that would inform them or entertain them based on those interests. Consider the interests of everyone in your household. Write an informative paragraph for each person based on their hobbies or what they like to do, eat, read, etc.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. The Articles of Confederation were replaced by the Constitution.

"Think and Search"
2. The Framers developed a three-branch government, with checks and balances for each branch.

"Author and You"
3. People were worried that rebellions, like Shays's, would break out all over the 13 states. One rebellion had the power to motivate others.

"On Your Own"
4. The U.S. had just ended the rule of Great Britain and its powerful king. The Framers were afraid a strong central government would be too powerful.
5. Answers will vary. Sample Answer: Yes, because a good government is constantly addressing the rights and needs of its people. The new Constitution was better able to address the people's needs.

Revisit the Reading Focus Questions
6. Answers are found on page 104.

Text Element

Audience

Making connections ***Say:*** *At a movie, you are part of an audience. Audiences usually like the same things. For example, if you were watching a funny movie in a theater you'd be part of an audience that enjoys comedies.*

Reading Fluency

Echo Reading Text Element

Text Element Answers
1. This would appeal to an audience that loves animals and nature.
2. This would appeal to an audience that likes car racing and driving, speed, and engines.
3. This would appeal to an audience of parents or child care workers.
4. This would appeal to an audience that might be working on an invention, or has an interest in inventing something.
5. This would appeal to an audience that enjoys cooking or eating.

Checkpoint Answers
1. An audience is a book's readership, or the people who read a piece of writing.
2. Personal interest is what motivates us to read one subject matter as opposed to another.

Bridging Readings 1 and 2

Say: *Reading 1 was about a nation's transition. Reading 2 is about one person's transition.*

About the Reading

Making connections Have students write a paragraph about a time they made a decision or changed their minds. ***Say:*** *When you write, think about who helped you make your decision.*

Build Background

Performing Arts Schools

Connect the image Have students look at the students at the performing arts school and compare it to their own school. Ask them to tell how it is different from their classroom. (Students are dancing, rather than sitting at desks.)

Reading Fluency

Build Background

Answer
They are learning to dance.

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Instructional Routine for Vocabulary
Text Text

Teacher Resources: Word Squares, Vocabulary Log

Word Connections
audition *(tryout, reading, trial, demo, test)*
enunciate *(intone, express, pronounce)*
monologue *(address, speech, lecture)*
panel *(commission, cabinet, jury, council)*

Have students use a **Word Squares** graphic organizer to explore Word Connections. Have them write the word, its synonyms, its part of speech, and a sample sentence with context clues in each quadrant of the Word Square.

Teacher modeling Model how to identify context words. Use the first sentence as an example. ***Say:*** *I do not pay attention to common words, such as* the, was, *and* their. *I look for important words, such as* theater, show, *and* tryouts. Have students use this method for the other sentences.

Checkpoint Sample Answers
1. It might be hard to stand on stage all by yourself and remember all your lines without any help.
2. To be completed orally by students. Monitor [illegible] as they work in pairs.

Before Reading 2

A Shot at It

About the Reading

In "**Crisis** of Government," you read about a nation struggling through political changes. In "A Shot at It," you will read a memoir about a teenager from Puerto Rico who changes her mind about her future career.

Build Background

Performing Arts Schools



What do you think these performing arts students are doing?

Performing arts is a broad label that applies to activities that take place on the stage. Usually, it includes acting, singing, dancing, and music. Since the 1930s, there have been special high schools and colleges built just for teaching students with a talent for performing arts. Often, those schools include academic courses, too, such as math and science. Over time, performing arts has grown to include related fields, such as makeup and costume design, technical theater (sound, lighting, and set design), and more.

Vocabulary From the Reading

Key Vocabulary
- audition
- enunciate
- monologue
- panel

Use Context Clues to Determine Meaning

Look at the **highlighted** words in the sentences below. Use the other words of the sentences to determine their meaning.

1. The local theater was holding an **audition** for their next show. I wanted to be in the show, so I prepared for the tryouts.
2. I knew that I should **enunciate** each word clearly so that the people sitting in the back would not think that I was mumbling.
3. At the audition, I stood alone on the stage and acted out my **monologue**.
4. I looked hopefully at the **panel** of six judges, who sat behind a long table and stared back at me.

Checkpoint
1. What do you think might be hard about performing a **monologue**?
2. Work with a partner to clearly **enunciate** the Key Vocabulary.

Vocabulary Log | Workbook page 94 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Write short definitions for each Key Vocabulary Word on the board. Audition: *test;* enunciate: *pronounce;* monologue: *a speech for one actor;* panel: *a group of judges.* Have students work in small groups. Tell them to match a Key Vocabulary word to each definition. Review the answers as a class.

Extension

Have students write a sentence for each Key Vocabulary word. Tell students to trade sentences with a partner. Have partners circle context clues that helped them understand the word's meaning. Review the Key Vocabulary words as a class. Have students volunteer a sentence for each word. Write sentences on the board.

Reading Strategy

Make and Revise Predictions

When you predict, you guess what will happen in the future based on clues in the past or in the present. You revise predictions by changing or adjusting your guess based on new information. Make and revise predictions while you read "A Shot at It" to become a more active reader.

Text Genre

Memoir

A **memoir** is a story from the life of an author. The purpose of a memoir is to share a personal experience with the reader. Sometimes an author uses his or her personal experience to help others. Most memoirs include the following elements.

Memoir	
first-person point of view	narration that is told by one of the characters in the story; the narrator uses the pronoun "I"
dialogue	conversation between characters
internal dialogue	thoughts of the narrator revealed for the reader

Meet the Author



Esmeralda Santiago was born in San Juan, Puerto Rico, and came to the United States when she was 13 years old. She studied dance and drama at New York City's Performing Arts School, and later graduated from Harvard University. Santiago has written numerous memoirs, novels, films, and articles. She has won many prestigious awards and honorary doctorate degrees from three universities for her work.

Reading Focus Questions

As you read, think about these questions.

1. What significant transitions has the author experienced?
2. What might be the purpose of writing a memoir?
3. What famous person's memoir would you like to read? Why?

Checkpoint

1. What information do you use to make a prediction?
2. How do you check your prediction to determine whether it was correct?

Workbook pages 95–96

Independent Practice CD-ROM/Online

Listening and Speaking Strategies

Sentence fluency Provide students with age-appropriate plays and short story anthologies. Have students recite a monologue from a play or other source. Students do not have to memorize the monologue. Have students work in pairs to practice their monologues aloud. Focus on reading aloud with clear enunciation, and with proper pronunciation and emphasis. Have students take turns reading their monologues to the class.

Science Connection

Connect Tell students that scientists use predictions in their work. They have to check their predictions and revise them frequently as they experiment. Scientists look for clues in what they study. They use these clues to make a prediction about how an experiment will turn out. They then test their predictions to see if they are right. Show how scientific predictions are like predictions in literature. ***Say:*** *A reader uses clues to predict what might happen to the characters in the story. The reader can revise a prediction based on new information in the story. At the end of a story, readers find out if their predictions are correct.*

Reading Strategy

Make and Revise Predictions

Concept development Tell students that readers make predictions based on their own prior knowledge and clues from the text. Offer an example. ***Say:*** *Suppose you see a child near the edge of a road. You see a woman running toward the child. Prior knowledge tells you that a road is dangerous and that a mother would worry about her child.* ***Ask:*** *What prediction can you make about what will happen next?* (The mother will pull the child away from the road.)

Text Genre

Memoir

Point of view Have students write three "I" sentences about themselves. (I am a good dancer. I like to eat ice cream. I have red hair.) Have them rewrite each sentence as if it were about someone else using the third person point of view (*she* or *he*). (She is a good dancer. She likes ice cream. She has red hair.) Have students read the sentences aloud to hear how they differ.

Meet the Author

Esmeralda Santiago

Explain author background ***Say:*** *Esmeralda Santiago trained to be an actress. In addition to acting, she achieved many other goals, such as becoming a writer and helping young people develop acting skills. How are these different jobs related?* (They all relate to the arts and personal expression.)

Reading Focus Questions

- **Preview** Explain that students should think about the Reading Focus Questions as they read "A Shot at It." They will revisit the questions after reading the selection.

Reading Focus Questions Sample Answers

1. The author experienced transitions when she moved to America, attended the performing arts school, and embarked on a career as a writer.
2. The purpose for writing a memoir might be to preserve the memories of significant times, or to share experiences with others.
3. Student may choose to read memoirs by individuals who inspire, amuse, or motivate them, such as artists, politicians, athletes.

Checkpoint Sample Answers

1. I use prior knowledge and clues from the text to make a prediction.
2. Read the end of a selection to determine whether a prediction was accurate.

"A Shot at It," excerpted from the memoir *When I Was Puerto Rican* by Esmeralda Santiago. Excerpted and reprinted by permission of Capo Press, a member of Perseus Books Group. **Student Edition pages:** 114–118; **Description of change:** excerpted portion of novel; **Rationale:** fit

Read the Selection

CD 1, Track 9 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Paragraph reading** Have students take turns reading aloud. Correct enunciation as needed.
- **Interpret the image** ***Ask:*** *How many people are in this picture?* (two) *Who do you think they are?* (Mr. Barone and Esmeralda Santiago) *What can you tell about the setting from the picture?* (It looks like an office in a school.)
- **Vocabulary development** Have students use the reading context to figure out the idiom *a shot at it."* By the end of the reading, they should have figured out that it means *"to make an attempt at or to try something."*
- **Grammar preview** Have students look at paragraph 2. Point out the word *hazel.* ***Say:*** *The word* hazel *is an adjective. It means greenish brown in color. We will learn more about adjectives on page 122.*
- **Writing convention preview** Have students look at paragraph 4. Point out the word *don't.* ***Say:*** *The word* don't *is a contraction. We will learn more about contractions on page 119.*

Reading Fluency

Actors Theatre "A Shot at It"

Reading Strategy

Identify facts and details ***Ask:*** *What clues tell you about Mr. Barone?* (He glares and speaks with a gruff voice.) *What do these clues tell you about Mr. Barone?* (He may be unhelpful; he may not be sympathetic.)

Answer
Based on Mr. Barone's reaction to the narrator and his gruff voice, students may predict that Mr. Barone will not be very supportive.

Reading 2
Literature

A Shot at It

by Esmeralda Santiago

1 The first week of high school I was given a series of tests that showed that even though I couldn't speak English very well, I read and wrote it at the tenth-grade level. So they put me in 9-3, with the smart kids.



2 One morning, Mr. Barone, a guidance counselor, called me to his office. He was short, with a big head and large **hazel** eyes under shapely eyebrows. His nose was long and round at the tip. He dressed in browns and yellows and often perched his **tortoiseshell** glasses on his forehead, as if he had another set of eyes up there.

3 "So," he pushed his glasses up, "what do you want to be when you grow up?"

4 "I don't know."

5 He shuffled through some papers. "Let's see here ... you're fourteen, is that right?"

6 "Yes, sir."

7 "And you've never thought about what you want to be?"

8 When I was very young, I wanted to be a ***jíbara***. When I was older, I wanted to be a **cartographer**, then a **topographer**. But since we'd come to Brooklyn, I'd not thought about the future much. . . .

9 "I'd like to be a model," I said to Mr. Barone.

10 He stared at me, pulled his glasses down from his forehead, looked at the papers inside the folder with my name on it, and glared. "A model?" His voice was **gruff**, as if he were more comfortable yelling at people than talking to them.

Reading Strategy

Make and Revise Predictions Do you think Mr. Barone will encourage the narrator? What clues help you to make your prediction?

hazel brown and green mix
tortoiseshell brown and cream-colored, like a substance made from the shell of a turtle
jíbara person who lives in the country (Spanish)
cartographer maker of maps
topographer maker of a specialized map that shows elevation and surface features
gruff rough or stern

Differentiated Instruction • Reading Comprehension

Scaffolding

Write the words *guidance counselor* on the board. Underline the root words, *guide* and *counsel.* Ask students to define the root words. (guide—to show the way; council—advice or to advise) Point out that the suffix *-ance* changes a verb such as *guide* into a noun, *guidance.* The suffix *-or* means "a thing that or a person who." It changes the verb *counsel* (advice) to a word that means "a person who gives advice, " *counselor.* Offer other examples of the suffixes (brilliance, appearance, elegance; advisor, facilitator, projector).

Extension

Have students make a timeline of Esmeralda's interests. Tell students to start with the first thing Esmeralda wanted to be when she grew up (*a jíbara*). Each entry on the timeline should be accompanied by a picture illustration. As a class, review timelines. The timeline order should be: *jíbara*, cartographer, topographer, actress.

11 "I want to be on television."

12 "Oh, then you want to be an actress," in a tone that said this was only a slight improvement over my first career choice. We stared at one another for a few seconds. He pushed his glasses up to his forehead again and reached for a book on the shelf in back of him. "I only know of one school that trains actresses, but we've never sent them a student from here."

13 Performing Arts, the write-up said, was an academic, **as opposed to vocational**, public school that trained students wishing to pursue a career in theater, music, and dance.

14 "It says here that you have to audition." He stood up and held the book closer to the faint gray light coming through the narrow window high on his wall. "Have you ever performed in front of an audience?"

15 "I was announcer in my school show in Puerto Rico," I said. "And I recite poetry. There, not here."

16 "The **auditions** are in less than a month. You have to learn a **monologue**, which you will perform in front of a **panel**. If you do well, and your grades here are good, you might get into the school. Mr. Gatti, the English teacher," he said, "will coach you. ... And Mrs. Johnson will talk to you about what to wear and things like that."

Reading Strategy

Make and Revise Predictions Do you think the narrator will go to the audition? Why do you think this?



Instrument Zoo II (1997), Margie Livingston Campbell

Reading Check

1. **Recall facts** How many of Mr. Barone's students have gone to the performing arts school?
2. **Analyze characters** Do you think the narrator has given much thought to becoming an actress? Explain your answer.

as opposed to in contrast to
vocational work-related

Read the Selection

- **Paragraph reading** Have students take turns reading aloud. Correct enunciation as needed.
- **Interpret the image** Point out the musicians in the painting. ***Ask:*** *What do musicians have to do with this reading?* (Musicians are performers, similar to the students who go to the performing arts school.)
- **Vocabulary development** Write the word *monologue* on the board. ***Say:*** *The prefix mono- means* "one." *You know that a monologue is a speech made by one person. Here are some other words that begin with mono.* Write the words *monorail*, *monosyllable*, and *monochrome* on the board. ***Ask:*** *Can you figure out the meaning of these words?* (a train with one rail, a word with one syllable, something that has only one color) Volunteers can check student suggestions in a classroom dictionary.

Reading Strategy

Practice the strategy Have students scan the text for clues that can lead to a prediction, such as her statement about her job as an announcer in her school.

Reading Strategy Sample Answer
Answers will vary. The narrator will go to the audition because she will not want to disappoint Mr. Barone.

Reading Check Answers
1. None.
2. The narrator said she had not thought about her career since coming to Brooklyn. In addition, she has not considered how little experience she has in acting.

Listening and Speaking Strategies

Content connection Have students work with a partner to role-play the scene between Esmeralda and Mr. Barone. Have students add dialogue to the scene to help explain the conflict. Allow time for students to practice their scenes. Invite pairs to perform their plays for the class. After reading the story, ask students to discuss how their role play helped them to understand Esmeralda's nervousness during her audition.

Community Connection

Concept development Tell students that there are special schools for certain jobs or careers. ***Ask:*** *What are some special kinds of schools?* Offer these examples: chefs/cooking school, police officers/police academy, businessperson/business school. Have students name different types of jobs and discuss the kind of school that would train a student for that job. Have a school counselor talk to students about specialized schools or programs in your community.

Read the Selection

- **Paragraph reading** Have students take turns reading aloud. Correct enunciation as needed.
- **Interpret the image** ***Ask:*** *What are the people in the picture doing?* (They are rehearsing a play.) *Why is the scene relevant to the reading?* (Esmeralda is learning to be an actress. The characters in the image are practicing, just as Esmeralda is practicing.)
- **Vocabulary development** Write the word *panel* on the board. ***Say:*** *Sometimes words have multiple meanings. The word* panel *has two meanings: a group of people chosen for a project and a part of a wall or surface.* ***Ask:*** *What meaning does the word* panel *have in the context of this reading?* (It means a group of people chosen for a project.)
- **Dramatize** Assign students character parts. Have each student read the part of that character. Encourage students to read with emphasis. Have them engage the audience with verbal cues, facial expressions, and gestures.

Reading Strategy

Make and revise predictions Have students identify the questions the teacher asks. (Do you have any hobbies? Where are you from? Why do you want to come to this school?) Identify the key words in the question. ***Ask:*** *Do these questions seem like the right questions for preparing for an audition?* (yes)

Reading Strategy Answers
The narrator has a lot to learn in time for the audition, including how to enter the room and sit down. The teacher's questions will help her to prepare for the audition.

17 Mrs. Johnson, who taught Home Economics, called me to her office.

Reading Strategy
Make and Revise Predictions Do you think her teachers' questions will help the narrator at her **audition**?

18 "Is that how you enter a room?" she asked the minute I came in. "Try again, only this time, don't **barge** in. Step in slowly, head up, back straight, a nice smile on your face. That's it." I took a deep breath and waited. "Now sit. No, not like that. Don't just plop down. Float down to the chair with your knees together." She demonstrated, and I copied her. "That's better. What do you do with your hands? No, don't hold your chin like that; it's not ladylike. Put your hands on your lap, and leave them there. Don't use them so much when you talk."

19 I sat stiff as a **cutout** while Mrs. Johnson and Mr. Barone asked me questions they thought the **panel** at Performing Arts would ask.

20 "Where are you from?"

21 "Puerto Rico."

22 "No," Mrs. Johnson said, "Porto Rico. Keep your r's soft. Try again."

23 "Do you have any **hobbies**?" Mr. Barone asked. Now I knew what to answer.

24 "I enjoy dancing and the movies."

25 "Why do you want to come to this school?"

26 Mrs. Johnson and Mr. Barone had worked on my answer if this question should come up.

27 "I would like to study at Performing Arts because of its academi program and so that I may be trained as an actress."



Students reading through their lines for a school play

barge enter forcefully or loudly
cutout stiff cardboard or paper doll
hobbies activities used to pass the time

Differentiated Instruction • Reading Comprehension

Scaffolding

Point out the idioms that might cause confusion in the reading:

barge in: come in forcefully, without grace
plop down: sit heavily
float down: sit gracefully
stiff as a cutout: rigidly, with straight back
twinkled his eyes: looked with pleasure

Extension

Ask students about trying out for a group, such as a team, a play, or a chorus. Have students write a narrative paragraph about their auditions. Tell them to include details that illustrate how they felt, who made the decision, and what they had to do at the tryout. Students should relate their experiences to Esmeralda's. Ask volunteers to read their paragraphs aloud to the class.

28 "Very good, very good!" Mr. Barone rubbed his hands together, twinkled his eyes at Mrs. Johnson. "I think we have a shot at this."

* * *

29 Three women sat behind a long table in a classroom where the desks and chairs had been pushed against a wall. As I entered, I held my head up and smiled, and then I floated down to the chair in front of them, clasped my hands on my lap, and smiled some more.

30 The moment I faced these three **impeccably groomed** women, I forgot my English and Mrs. Johnson's lessons on how to behave like a lady. In the **agony** of trying to answer their barely **comprehensible** questions, I **jabbed** my hands here and there, forming words with my fingers because the words refused to leave my mouth.

31 "Why don't you let us hear your **monologue** now?" the woman with the dangling glasses asked softly.

32 I stood up **abruptly**, and my chair clattered onto its side two feet from where I stood. I picked it up, wishing with all my strength that a thunderbolt would strike me dead to ashes on the spot.

33 "It's all right," she said. "Take a breath. We know you're nervous."

34 I closed my eyes and breathed deeply, walked to the middle of the room, and began my **monologue**.



impeccably well-dressed, perfectly neat and clean
groomed cared for the appearance of; made neat
agony intense pain (mental)
comprehensible capable of being understood
jabbed quickly poked
abruptly suddenly

Reading Strategy

Make and Revise Predictions Look back at the prediction you made on page 114. What new information might cause you to revise your prediction about Mr. Barone?

Reading Check

1. **Recall facts** What caused the narrator to forget her English temporarily?
2. **Analyze** How well did the narrator do at the beginning of her **audition**?
3. **Make an inference** Why did the narrator wish a thunderbolt would strike her dead in the middle of her **audition**?

Unit 2 • Chapter 2 Reading 2: Literature

Read the Selection

- **Paragraph reading** Have students take turns reading aloud. Correct enunciation as needed.
- **Interpret the image** Draw students' attention to the picture on the page. ***Ask:*** *What section of the story does the picture illustrate?* (It illustrates the moment that Esmeralda delivers her monologue.)
- **Grammar preview** Have students look at paragraph 30. Point out the word *impeccably.* ***Say:*** *The word* impeccably *is an adverb. We will learn more about adverbs on page 122.*

Reading Strategy

Teacher Resources: Graphic Organizers: Two-Column Chart

Identify facts and details Tell students to use a **Two-Column Chart.** In one column, have them write words that describe Mr. Barone on page 114. In the other column have them write words that describe him on page 117. ***Say:*** *Compare these two descriptions. Use the differences to write your answer.*

Reading Strategy Sample Answers

Mr. Barone appeared gruff and unsupportive in the beginning. At this point in the story, he has helped the narrator. He seems to care about her success at the audition.

Reading Check Answers

1. The sight of the three women on the panel made the narrator lose her language skills.
2. The narrator started out very well when she walked into the room. However, when she began to answer the questions, it went badly.
3. The narrator was embarrassed and scared. She probably felt as though she was a disappointment to the teachers who helped her.

Cultural Connection

Use appropriate nonverbal communication Explain that using direct eye contact shows you are interested. Lack of eye contact may show shyness, inattention, or untrustworthiness. Explain that nonverbal communication is an important part of good communication skills. Give students time to adjust to this American cultural standard. Be sensitive to cultural differences in communication style. It may be uncomfortable for some students to look directly at an audience while presenting their answers.

Reteach and Reassess

Compare and contrast Have students work in small groups and compare the practice audition to the real audition on page 117. ***Say:*** *Think about how the auditions are similar. Then think about how Esmeralda feels about them. Write a short paragraph that describes their similarities and differences.*

Read the Selection

- **Paragraph reading** Have students take turns reading paragraphs on this page.
- **Interpret the image** Point out that the picture shows an empty stage. ***Ask:*** *What words would you use to describe the stage?* (lonely, intimidating, exciting, full of energy, thrilling) *How do you think Esmeralda thinks of the stage now that she has a successful career?* (She probably feels that the stage is exciting and familiar.)
- **Grammar preview** Have students look at paragraph 36. Point out the word *small.* ***Say:*** *The word* small *is an adjective. We will learn more about adjectives on page 122.*

Reading Strategy

Identify facts and details Have students scan the paragraphs to find clues that will support the prediction.

Reading Strategy Sample Answer
Students who agree with the narrator might say that her record of success in the story suggests that she will continue to be successful.

35 In spite of Mr. Gatti's reminders that I should speak slowly and **enunciate** every word, even if I didn't understand it, I recited my three-minute **monologue** in one minute flat.

36 The small woman's long lashes seemed to have grown with amazement. The **elegant** woman's **serene** face twitched with controlled laughter. The tall one dressed in **beige** smiled sweetly.

37 The elegant woman stretched her hand out for me to shake. "We will notify your school in a few weeks. It was very nice to meet you.

38 On the way home Mami kept asking what had happened, and I kept mumbling "Nothing. Nothing happened," ashamed that, after all the hours of practice with Mrs. Johnson, Mr. Barone, and Mr. Gatti, after the expense of new clothes and shoes, after Mami had to take a day off from work to take me into Manhattan, after all that I had failed the **audition** and would never, ever, get out of Brooklyn

* * *

39 A decade after my graduation from Performing Arts, I visited the school. I was by then living in Boston, a scholarship student at Harvard University. The tall, elegant woman of my **audition** had become my **mentor** through my three years there.

40 I walked the halls of the school, looking for the room where my life had changed. It was across from the **science lab,** a few doors down from the big bulletin board where someone with neat handwriting still wrote the letters "**P.A.**" followed by the graduating year along the edges of the newspaper clippings featuring famous **alumni.**



Reading Strategy

41 "P.A. '66," I said to no one in particular. "One of these days."

Make and Revise Predictions The narrator predicts that she will someday become a successful actress. Do you share her prediction? On what clues do you base your response?

elegant stylish, refined
serene peaceful, calm
beige tan
mentor teacher and advisor
science lab room dedicated for science and research
P.A. abbreviation for Performing Arts
alumni graduates

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Write the names of both readings in Chapter 2 on the board: "Crisis of Government" and "A Shot at It." Have students recall the details of the selections by answering questions.

What is the genre of each selection? (textbook article, memoir)

What is the transition that the selections focus on? (the change from the Articles of Confederation to the Constitution, the change from student to actress)

Are the stories fiction or nonfiction? (nonfiction)

Extension

Discuss the transitions that create a connection between the selections. Have students talk about these transitions in terms of *before and after.* Draw a **Three-Column Chart** on the board. The first column is headed *before*, the second *transition*, and the third *after.* For each selection, have the class write a description of the conditions before the transition, the events that make the transition, and a description of the situation after the transition. Confirm that all students understand the concept of transition.

Reading Comprehension Questions

Think and Discuss

Workbook page 97 | Independent Practice CD-ROM/Online

1. **Recall details** What was the narrator's theater experience before auditioning for Performing Arts?
2. **Interpret** Why does Mr. Barone think the narrator has a shot at being accepted to the performing arts school?
3. **Speculate** Why do you think Mrs. Johnson advised the narrator to use her hands less when she spoke and to soften her r's?
4. **Make predictions** Did you think that the narrator would be accepted into the school? What clues helped you make your prediction?
5. **Draw conclusions** Reread the last line of the story on page 118. When the narrator says "One of these days," what is she referring to? What internal dialogue is going on in her mind?
6. **Revisit the Reading Focus Questions** Go back to page 113 and discuss the questions.

Spelling

Possessive Nouns Ending in -s

Workbook page 98 | Independent Practice CD-ROM/Online

Writing Conventions

Spelling: Heteronyms

Workbook page 99 | Independent Practice CD-ROM/Online

Connect Readings 1 and 2

You have read two readings on the theme of transitions. Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	Which reading is a memoir and which is an article?	How does each reading use chronological order?	How does each reading show an example of a transition?
Crisis of Government			
A Shot at It			

2. With a partner, ask and answer these questions.
   a. "A Shot at It" uses the first-person point of view, and because it is a memoir, the events in the story happened in the life of the author. How do these features compare to those in "**Crisis** of Government"?
   b. What kind of audience would be interested in "**Crisis** of Government"? What kind of audience would enjoy "A Shot at It"?
3. **Revisit the Chapter Focus Question** What qualities does a person need to face an important transition in life? Use examples from the two readings to answer this question.

Classroom Management

Read for understanding Have struggling students read the selection more than once. First, read the selection as a class. Have students focus on the Reading Focus Questions. Have students reread individually focusing on the Reading Check questions. After all students have reread the story, review their answers as a class.

Reteach and Reassess

Text genre Have students review the features of the memoir genre. Have them correct the following false statements orally.

A memoir is told in the third person. (It is told in the first person.)

A memoir is fictional. (It is nonfiction, since it is a story about the author's life.)

The purpose of a memoir is to persuade. (The purpose is to entertain or to narrate.)

Many memoirs are organized in a compare and contrast format. (Many are organized in a chronological format.)

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. She had played the part of announcer for a school show back in Puerto Rico.

"Think and Search"

2. The narrator's skills improved significantly since they began working with her. Her interview skills began to show some promise.

"Author and You"

3. Mrs. Johnson probably wanted the narrator to appear self-controlled and comfortable in front of an audience. She probably thought that the narrator's "r's" were difficult to understand.

"On Your Own"

4. Answers will vary. Sample answer: The narrator was very awkward while practicing for the interview and during the audition. Many students may have predicted that the narrator would not make the audition cuts.
5. The narrator thinks that, one of these days, a newspaper article about her will be posted on the bulletin board. She is thinking about the day she becomes a famous alumna.

Revisit the Reading Focus Questions

6. See sample answers on page 113.

Connect Readings 1 and 2

Spelling

Students will learn more about possessive nouns ending in -s in the Workbook on page 78.

Writing conventions

Students will learn more about spelling heteronyms in the Workbook on page 79.

Answers

1. "Crisis of Government": article; this work follows the development of the Constitution; the United States of America was making a transition between having been colonies ruled by Great Britain and an independent country that needed to rule itself.
   "A Shot at It": memoir; this work follows significant events in a young woman's life; the narrator was transitioning from one school to another.
2. a. "Crisis of Government" was written years after the events, like "A Shot at It." However, the author of "Crisis of Government" did not experience the events. She writes about them from the point of view of an outside observer. Though she did not experience them herself, the events did impact the nation and current laws where she lives.
   b. A history buff would enjoy "Crisis of Government," and a young person facing an audition or a huge change in life would enjoy "A Shot at It."
3. Answers will vary. Sample answer: Qualities that a person would need to face a transition are courage, adaptability, optimism, and determination.

Listening and Speaking

Retell a Story

- Instructional Routine for Listening and Speaking page Txlii
- Teacher Resources: Rubrics: Rubric for Speaking Assessment
- **Vocabulary review** Point out that *audition* is a Key Vocabulary word. Have students review the other vocabulary words. Remind them to use vocabulary words when they retell the story.
- **Classroom management** Have students work in small groups to brainstorm ideas and to act out the story they come up with.
- **Use prior knowledge** Encourage students to rely on their own experiences and knowledge to show how the narrator felt in the scene for their story.

Phrases for Conversation

- **Teach comparing and contrasting phrases** Show students a banana and an orange. ***Say:*** *The banana and the orange are similar because they are both fruit. The banana and the orange are different because one is round and the other is long and curved.*
- **Practice expressing agreement** As a warm-up activity, have students write sentences that complete the Expressing Agreement phrases. Offer an example: a student may write *I agree with the teacher who said we should go to lunch early.* Ask students to use the vocabulary words in their sentences.

Reading Fluency

Paired Reading Listening and Speaking

Listening and Speaking

Retell a Story

In "A Shot at It," the narrator moves quickly from her **audition** at Performing Arts to the decade after, when she is a student at Harvard. Imagine an event from that time and tell the story of that event in greater detail. Be sure to note any important characters and details in the setting that would have been a part of the narrator's life.

Phrases for Conversation

Comparing and Contrasting

It is the same.
It is different.
It is more or less the same.

Expressing Agreement

I agree with. . . .
My idea is similar to . . . 's idea
I think so.
You are right.

1. Brainstorm ideas.
   a. Choose one event in the narrator's life. Consider these possibilities:
      - the narrator receiving her acceptance letter to Performing Arts
      - her first day at school
      - her first show
      - graduation
      - her move to Harvard
      - her first performance there
   b. Think about things that might have happened to the narrator. Imagine you are the narrator. Address where these events took place and the narrator's feelings about the events.
2. Tell the story of your event from beginning to end. Use the first-person point of view to match the original text.
3. Share or act out your story with your classmates. Be sure to use facial expressions and gestures that are appropriate for the story. Compare and contrast the details of the stories with the original selection, and discuss these details with the speakers.

Differentiated Instruction • Listening and Speaking

Scaffolding

Clarify that they need to complete an original, fictional episode from Esmeralda Santiago's life. Have students review the selection and restate the author's ideas in their own words. Explain that this is paraphrasing. ***Say:*** *If you start by paraphrasing or restating the author's words, it may help you get an idea for another episode in her life.*

Extension

Have students imagine a future event in their own lives. Have them complete the Listening and Speaking prompt for this future event. Tell students they can use the events in 1a (graduation, moving to college) if they are having trouble brainstorming an idea. Remind students that they should include details about *setting*, *characters*, and *conflict* in their story. Have students share their stories. Students should use the **Phrases for Conversation** as they discuss their classmate's stories.

Reading Fluency

Rapid Word Recognition

Rapidly recognizing words helps you to increase your reading rate. The ability to read rapidly is an important characteristic of a fluent and effective reader.

1. With a partner, review the words in the list below.
2. Read the words aloud for one minute. Your partner will time you as you read.
3. How many words did you read in one minute? Count the words and record your results.

famous	breath	members	famous	article
separate	article	breath	separate	members
article	breath	famous	members	article
members	separate	breath	famous	separate
famous	article	members	separate	breath

Vocabulary Development

Prefix: fore-

A **prefix** is a word part, or a group of letters, added to the beginning of a word to change the word's meaning. For example, the prefix **fore-** means "before, or in front of." Your *forehead* is the front part of your head.

Use the meaning of the prefix **fore-** and the base word to determine the meaning of each of the words below.

1. **a.** father: male parent
   b. forefather: ____
2. **a.** ground: area of earth
   b. foreground: ____
3. **a.** name: what a person is called
   b. forename: ____
4. **a.** see: to spot something with the eyes; to understand clearly
   b. foresee: ____

Checkpoint

1. What does the word *forewarn* mean?
2. What does the word *foreword* mean?

Vocabulary Log | Workbook page 100 | Independent Practice CD-ROM/Online

Classroom Management

Timed reading Fluent readers may be able to read all of the Rapid Word Recognition words in under a minute. If this is the case one partner should time and mark tallies instead to counting and keeping track of the number of words read in one minute. The reader should not worry about counting words or keeping track of time. Doing these tasks will interfere with reading and slow the reader down.

Cultural Connection

Delivery of oral communication ***Say:*** *How we communicate depends on who we are talking to. For example, a teacher talking to a class speaks formally. Two friends speak in a friendly style. People can communicate using body language* (gestures, eye contact, touching, distance, silence) Ask students to share examples of types of communicating from different cultures.

Unit 2 • Chapter 2
After Readings 1 and 2

Reading Fluency

Rapid Word Recognition

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

- **Expansion** Use rapid word recognition for students who struggle with irregular spelling patterns. You may want to use additional words with certain students after assessing their needs.
- **Spelling development** After each partner has been timed, have students copy each word. Then have partners take turns saying each word for the other to write. Students should compare the words they wrote with the list to check for correct spelling.
- **Apply** Have students write a sentence using each word.

Vocabulary Development

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Prefix: *fore-*

- **Clarify and define** A prefix is added to the beginning of a root word. The prefix changes the meaning of the root word. Point out that the prefix *fore-* comes from an Old English word *fore,* meaning "in front."
- **Apply** Have students write a sentence for each word: *forefather, foreground, forename,* and *foresee.* Have students work in pairs as they read their sentences aloud. Monitor and check for correct usage of each word.
- **Practice** Use the word-square study strategy with these words. Fold a sheet of paper in quarters. In one quarter, have students write the word. In each of the others, have students write the word's definition, a picture that will help them remember the word, and a sentence that describes a personal connection to the word.

Reading Fluency

Repeated Reading Vocabulary Development

Vocabulary Development Answers

1. a. an ancestor; 2. b. area nearest to the observer; 3. b. a person's first name; 4. b. to see or be aware of beforehand

Checkpoint Answers

1. To warn somebody ahead of time
2. Words that come in front or before, usually at the beginning of a book

Grammar

Adjectives and Adverbs

Instructional Routine for Grammar
page Txxxii

- **Preteach** Remind students that the subject tells what the sentence is about and the predicate tells what the subject is or does.
- **Teach** Explain that adverbs describe verbs and adjectives describe nouns. Examples of adjectives are *pretty, light,* and *red.* ***Say:*** *Some adjectives are harder to find.* Write this sentence on the board: The car was clean. Underline *The car* and label it "subject." Circle *was clean* and label it "predicate." ***Say:*** *The predicate usually contains a verb. In this sentence, the predicate has a verb and an adjective. This adjective describes the subject, car, and is called a predicate adjective.*
- **Practice** Read the sample sentences and have students identify the predicate adjectives. Look at the adverb chart. Have students find the adverbs and restate in their own words the job of an adverb (to describe a verb).
- **Apply** Provide these sentences for students and have them identify the adjectives, the predicate adjectives and the adverbs: *The clean puppy ran happily toward the muddy pond* (adjectives: clean, muddy; adverb: happily) *The pond was muddy* (predicate adjective: muddy) *Sister loudly called to the quick puppy* (adverb: loudly; adjective: quick)
- **Extend** Have students write their own sentences and exchange them with a partner. Each student should identify adjectives and adverbs in their partner's sentences.

Practice the Grammar Answers
1. red: adjective modifying bike.
2. [illegible]: adjective modifying school.
3. [illegible]: adverb modifying ride.
4. [illegible]ow: adjective modifying road.
5. everywhere: adverb modifying rode.
6. new: adjective modifying bike.
7. never: adverb modifying went.
8. anywhere: adverb modifying went.

[illegible] the Grammar Sample Answers
[illegible]e narrator nervously auditioned for the performing [illegible]rts school. She spoke quickly. She worried that her [illegible]k monologue would not get her a place in the [illegible]ellent school.
Adverbs: nervously–auditioned; quickly—spoke
Adjectives: quick—monologue; excellent—school

Checkpoint Answer
A predicate adjective comes after a verb. It doesn't come before the noun it modifies.

After Readings 1 and 2

Grammar

Adjectives and Adverbs

Adjectives modify, or describe, nouns. An adjective can describe a noun by telling about the quality or quantity of the noun. Each of the adjectives below modifies the noun *apple*.

a **Granny Smith** apple → the **green** apple → those **five** apples

A **predicate adjective** is separated from the noun it modifies by a linking verb. Each of the predicate adjectives below modifies the noun *apple*.

The apple is **red.** → The apple tasted **good.** → The apple looks **ripe.**

An **adverb** is a word used to describe a verb, an adjective, or another adverb. An adverb can describe by telling how, when, where, or to what extent (how much).

Adverb	What it Modifies	What it Tells
She walks **everywhere.**	verb: *walks*	where she walks **(everywhere)**
She is an **extremely** fast walker.	adjective: *fast*	how fast a walker she is **(extremely** fast)
She walks **very** slowly.	adverb: *slowly*	how slowly she walks **(very** slowly)

Grammar Expansion
Nouns as Adjectives
Workbook page 103
Independent Practice CD-ROM/Online

Practice the Grammar Underline and label the adjectives and adverbs in the paragraph below. Then identify the word that is modified.

Jason bought a red bike to ride to his new school. He liked to ride quickly down the narrow road. He rode everywhere on his new bike. He never went anywhere without his bike.

Use the Grammar Independently Write a paragraph about the narrator in "A Shot at It." Identify the adjectives and adverbs in your paragraph, and note the words they modify.

Checkpoint
How is an adjective different from an adverb?

Workbook page 101

Differentiated Instruction • Grammar

Scaffolding

Compile a board list of nouns and verbs. Have students suggest adjectives to describe the nouns. Have them name adverbs to describe the verbs.

kitten (*soft, yellow, perky*)
knife (*sharp, black, broken*)
CD (*lively, chipped, scratched*)
swim (*breathlessly, weakly, daily*)
cry (*desperately, angrily, pitifully*)
stomp (*loudly, furiously, everywhere*)

Extension

Model how the suffix *-ly* can change an adjective into an adverb. Write the words on the board: *quiet, slow, beautiful, happy.* ***Ask:*** *What part of speech are these words?* (adjectives) *Make a sentence that uses one of these words.* (The library was quiet.) Explain that *quiet* is an adjective that describes *library.* Add *ly* to *quiet* and read it aloud. ***Ask:*** *What type of word is* quietly? (adverb) Give a sample sentence: *I tiptoed quietly into the room.* Explain that *quietly* tells how I *tiptoed.* Have students write sentences for each of the remaining words. (For example: The water drips slowly. The paintings are displayed beautifully. The boy walks happily to the candy store.)

Grammar

Adjective and Adverb Phrases

Adjective phrases are used in the same way as adjectives—to modify a noun. An adjective phrase is a group of words that indicates what kind or which one. The phrase usually begins with a preposition, such as *in, by, near, with, about, on, over, from, before,* and *down,* and ends with a noun.

The fireplace provided warmth **from the bitter cold.** (what kind of warmth)

Every student **in the first row** will give a presentation on Monday. (which students)

Adverb phrases work like adverbs: to modify verbs by telling how, when, where, to what extent, and why. They also begin with a preposition and end with a noun.

She rehearses **with determination.** (how she rehearses)

She rehearses **in the morning.** (when she rehearses)

She rehearses **at the theater.** (where she rehearses)

She rehearses **for months.** (how long—to what extent—she rehearses)

She rehearses **for the upcoming show.** (why she rehearses)

Practice the Grammar Underline and label the adjective and adverb phrases in the paragraph below. Identify the word modified by each phrase.

Esmeralda Santiago attended a performing arts school in the city. She studied in the theater department. She left the school of her dreams and moved to another city. Harvard University, in Massachusetts, challenged Santiago. The author wrote in her spare time and became a writer of memoirs and novels.

Use the Grammar Independently Write three sentences containing adjective phrases and three sentences containing adverb phrases. Label each phrase, and identify the word modified by each.

Grammar Expansion

Adverbs of Frequency

Workbook pages 104 | Independent Practice CD-ROM/Online

Checkpoint

1. What part of speech does an adjective modify?
2. Write a sentence using **in the cafeteria** as an adverb phrase.

Workbook page 107 | Independent Practice CD-ROM/Online

Reteach and Reassess

Grammar and usage Remind students that a predicate adjective describes the subject. Write these examples on the board and have students underline the subjects. Have them identify the sentences with predicate adjectives.

A bird flew to the nest.
The snow was beautiful. (predicate adjective)
The beach was sandy. (predicate adjective)
I set the table for dinner.
We eat vegetables for dinner.
A farm is lovely in the summer.
(predicate adjective)

Home Connection

Use adjective and adverb phrases Have students describe their homes. Ask them to write a descriptive paragraph of a room in their houses, including what the rooms look like and what is done in each room. Use adjectives, adverbs, and adjective and adverb phrases. Tell them to use as many details as possible. Invite volunteers to read their paragraphs to the class.

Grammar (cont.)

Adjective and Adverb Phrases

- **Preteach** Explain that a preposition is a word that begins a prepositional phrase. Some prepositions are listed on page 123.
- **Teach** Tell students that a phrase is a group of words that work as a unit or single piece. Adjective phrases are made up of more than one word. The words in an adjective phrase modify a noun. An adverb phrase modifies a verb.
- **Practice** Write the following sentences on the board and have students identify the adverb or adjective phrases. *Esmeralda spoke with a shaky voice* (adverb phrase). *She ran from the room* (adverb phrase). *She forgot her coat with the hood* (adjective phrase). *I wonder if she's going to her house on the hill* (adjective phrase).
- **Apply** Have students work in pairs. Tell students to write three sentences using a different preposition to form adverb or adjective phrases. Have students read their sentences aloud. Have listeners identify adjective and adverb phrases. Monitor students to be sure their sentences contain actual adjective or adverb phrases.
- **Extend** Write a series of nouns and verbs on the board. Have students create adjective and adverb phrases to describe them: *mountain* (in the clouds); *skier* (with the red jacket); *sailboat* (at the dock); *drink* (from the fountain); *draw* (on the wall); *sit* (near the fire).

Practice the Grammar Answers

1. in the city: adjective phrase (school). 2. in the theater department: adverb phrase (studied). 3. of her dreams: adjective phrase (school). 4. to another city: adverb phrase (moved). 5. in Massachusetts: adjective phrase (University). 6. in her spare time: adverb phrase (wrote). 7. of memoirs and novels: adjective phrase (writer).

Use the Grammar Answers

Adjective phrase: The boy with the red hair ran home from school. (adjective phrase: "with the red hair" modifies: "boy")
Adverb phrase: The car drove over the bridge (adverb phrase: "over the bridge" modifies: "drove")

Checkpoint Answers

1. An adjective modifies a noun.
2. Sample: I eat my lunch in the cafeteria.

Writing Assignment

Expository Essay about a Problem and a Solution

Instructional Routine for Writing page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook, pages 429–469

Review expository writing Tell students that the purpose of expository writing is to inform or explain something to the reader.

Writing Prompt

Identify the writing prompt Have students look for keywords in the writing prompt, including three-paragraph essay. ***Ask:*** *What will the purpose of your essay be?* (to describe a problem and offer a solution)

Write Your Expository Essay

Ask: *What is the purpose of a thesis sentence?* (A thesis sentence states the main idea of your essay and tells what you will be writing about.) ***Say:*** *Your essays should include a thesis statement in the introductory paragraph.*

Read the student model

Read the student model Discuss the student model. ***Ask:*** *What problem does the model address?* (too many cars on the streets in the author's community). *What solution does the author propose?* (a law that allows no more than two cars per family). *What support does the author supply for this solution?* (Positive effects include improved environment, less moving traffic, and a tax break for using public transportation.)

Reading Fluency

Model Reading Student Model

After Readings 1 and 2

Writing Assignment

Write an Expository Essay About a Problem and a Solution

Writing Prompt

Write a three-paragraph essay that answers this question: What law would you pass today to solve a problem you see in your community? Include an introduction with a thesis statement, a body, and a conclusion. Use adjectives, adverbs, and adjective and adverb phrases in your essay.

Write Your Expository Essay

1. **Read the student model.** In this example, the last sentence in the first paragraph is the **thesis statement.**

Student Model

One of the problems in my community is the number of cars on the streets and highways. I live near a big city, and most of the people who live here have one car for every driver in the house. If there are two parents and two children over 16, then that's four cars on the road. **If I were going to pass a law in my community, I would allow no more than two cars per family and provide tax cuts for anyone who uses public transportation.**

The new law would keep track of every registered car on the road. Drivers would have to sell or donate any extra cars they owned. This law would have positive effects. For example, people would carpool more, which is good for the environment. There would be fewer cars on the road—which means less traffic—allowing people to get to their destinations even faster. People would also get a tax break if they used public transportation, which is good for anyone who pays taxes.

If I could pass a law today, my law would allow no more than two cars per household. The law would benefit both people and the environment, and it would be an easy **solution** to the problem of overcrowded streets.



Workbook page 105

Differentiated Instruction • Writing Assignment

Scaffolding

Distribute **Problem-Resolution Chart** graphic organizers. Have students use the organizer to state a problem, two possible resolutions and the results of each solution. ***Say:*** *Use evidence to show that your problem is real. When providing a solution, include facts and details to support your opinion that the solution will work.*

Extension

Have students write a letter to a congressman or congresswoman about the problem they addressed in their essays. Review the mechanics of letter-writing: addresses, date, salutation, body, and closing. Have students think about the audience as they write the letter.

2. **Brainstorm ideas.**
   a. Consider the kinds of problems you see or hear about in your community every day.
   b. Choose one problem, then brainstorm a few possible **solutions**. Create an outline that identifies the points you want to cover in your essay.
3. **Draft your essay.** Create rough drafts of each of your paragraphs.
   a. Your introduction should identify the problem. Include evidence of the problem and tell how it affects your community. Your last sentence should be the thesis statement. In it, identify the law you would create to solve the problem in your community.
   b. Your body should include your **solution** and the ways your community would improve if your law were passed. Any related benefits of your law can be included here.
   c. Your conclusion should include a restatement of the problem and **solution**—a restatement of your thesis statement. Summarize your **solution.**
4. **Write your essay.** Be sure to include adjectives, adverbs, and adjective and adverb phrases.
5. **Revise.** Check the organization of your essay. Use the **Writing Checklist** to help you find problems and errors. Delete or revise any sentences that seem unclear or misleading.
6. **Edit.** Use the **editing and proofreading symbols** on page 455 to help you mark the changes you need to make.

Writing Checklist

1. I identified a problem and proposed a **solution.**
2. I described ways in which my community is affected by the problem and its **solution.**
3. I included an introduction with a thesis statement, a body, and a conclusion.
4. I proofread my work.
5. I included adjectives and adverbs and adjective and adverb phrases.

Writing Support

Grammar

Comparative and Superlative Adjectives and Adverbs

Adjectives and adverbs that compare a degree of quality are called **comparatives** and **superlatives.**

	Comparative	Superlative
big	bigger	biggest
young	younger	youngest
cheaply	more cheaply	most cheaply
happy	happier	happiest
bad	worse	worst

Apply Check your essay and correct any errors in comparatives and superlatives. If you are uncertain as to how an adjective or adverb changes in these forms, consult your dictionary.

Workbook pages 106–108
Independent Practice CD-ROM/Online

Contrastive Analysis

Comparatives and superlatives Many languages don't use suffixes such as *-er* and *-est.* For example, Spanish and French speakers use the equivalent of *more* and *most* for comparative or superlative cases. A student may say that one car is "more fast" rather than "faster." Remind students who use this structure to reword it as an English comparative or superlative.

Classroom Management

Use peer review Students will need to transition between working on their own and working in pairs. Allow students adequate time to brainstorm, write, and review each other's essays. Divide each task into a manageable amount of time, and tell students in advance how much time they will have for each of the three tasks. You may allow students to brainstorm ideas together, but set a clear time limit before they need to start writing.

Writing Assignment (cont.)

Expository Essay about a Problem and a Solution

Brainstorm ideas

Prewrite Remind students that it is good to brainstorm many different problems. Caution students to keep in mind that the essay should be short, a three-paragraph essay. There have room for one limited topic.

Draft your essay

Establish a main idea If students brainstorm their ideas, monitor how they transform their ideas into complete sentences. Remind students that their essays need to contain specific and relevant details that support their thesis.

Write your essay

Grammar and usage Remind students to use comparative and superlative adjectives and adverbs (when appropriate) in their essays.

Revise

Identify topic Tell students to share their essays with a partner. Each partner should make sure the topic of the essay is clear.

Edit

Preteach Explain that proofreaders use symbols to prevent a document from being too messy and unreadable.

Writing Checklist

Edit and revise Have students work in pairs to review each other's essays. Tell students to use the Writing Checklist as a guide as they review. As its name implies, students should "check" against the list by asking if the essay does each item in the checklist.

Writing Support

- **Explain** The comparative form of an adjective or adverb compares two or more things. The superlative form of an adjective or adverb compares three or more things.
- **Identify exceptions** Tell students to look at the third row on the chart, containing the word *cheaply.* ***Say:*** *The comparative or superlative adverb is formed using the words* more *or* most. *I might own a shirt that was made cheaply. I might go shopping and find a shirt that was made even more cheaply. I use the word* more *to compare two things. I could find a third shirt that is made the most cheaply. Notice that* most *is used to compare all three shirts.*

Progress Check

Milestones Tracker
Teacher Resources: *ExamView®*

Progress Check Answers

Word Connections

Vocabulary From the Readings

crisis *(catastrophe, culmination, juncture, impasse, quandary)*
debt *(deficit, bill, obligation, mortgage, commitment)*
enforce *(coerce, invoke, sanction, implement, expect)*
framework *(foundation, groundwork, structure, fabric, skeleton)*
impose *(dictate, command, require, infringe, burden)*
resolve *(determine, settle, solve)*
audition *(tryout, reading, trial, demo, test)*
enunciate *(intone, express, pronounce, modulate, vocalize)*
monologue *(discourse, address, sermon, speech, lecture)*
panel *(commission, cabinet, jury, tribunal, council)*

Academic Vocabulary

sequence *(chain, array, arrangement, succession)*
influence *(alter, bias, incite, rouse)*
solution *(clarification, result, answer)*
trigger *(activate, elicit, generate, provoke)*

Reading Strategies

An outline is one method of organizing information. Readers predict by guessing what will happen based on clues in the text.

Text Genres

"Crisis of Government" is a magazine article.
"A Shot at It" is a memoir.

Reading Comprehension

"Crisis of Government" is about the making of the U.S. Constitution.
"A Shot at It" is about a young woman's choice to pursue acting as a career.

Text Element

The audience for a piece of writing is made up of the readers. Writers try to write for a specific group of readers or audience.

Spelling

If a plural noun ends in *-s* already, add an apostrophe after that *-s* to make it possessive. (babies' bottles)
If a singular noun ends in *-s*, add an apostrophe and an *-s*. (dress's sleeves, Shays's Rebellion).

Writing Conventions

An example of a pair of heteronyms is **rebel** (verb, meaning to revolt, or fight against an authority) and **rebel** (a person who rebels).

Listening and Speaking

Agreement:
I agree with…
My idea is similar to…'s idea
I think so.
You are right.

Vocabulary Development

The prefix *fore-* means "before, or in front of."

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **crisis, debt, enforce, framework, impose, resolve**	102
	• **audition, enunciate, monologue, panel**	112
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **sequence, influence**	103
	• **solution, trigger**	110
Reading Strategies	What is one method of organizing information?	103
	How do readers make predictions?	113
Text Genres	What is the text genre of "**Crisis** of Government"?	104
	What is the text genre of "A Shot at It"?	113
Reading Comprehension	What is "**Crisis** of Government" about?	111
	What is "A Shot at It" about?	119
Text Element	What is the **audience** of a piece of writing?	111
Spelling	How do you make a plural noun ending in -s possessive?	119
Writing Conventions	Give examples of heteronyms, and tell what each word means.	119
Listening and Speaking	**Phrases for Conversation** What phrases can you use to show agreement?	120
Vocabulary Development	What does the prefix **fore-** mean?	121
Grammar	What do adjectives and adverbs modify?	122
	How are adjective and adverb phrases similar to adjectives and adverbs?	123
Writing	Which paragraph usually contains the thesis statement?	124
Writing Support: Grammar	What are the comparative and superlative forms of the word "bad"?	125

Grammar

An adjective modifies a noun. An adverb can modify a verb, an adjective, or another adverb.
Adjective and adverb phrases are similar to adjectives and adverbs because they modify other words.

Writing

The introduction usually contains the thesis statement.

Writing Support: Grammar

bad, comparative form; worse; superlative form: worst

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

Additions to the Constitution

1 The Constitution of the United States was signed by our forefathers on September 17, 1787. However, in the next two years, they created 10 amendments, or additions, to the Constitution and called them the Bill of Rights.

2 The writers used the Constitution as a framework for the Bill of Rights. The first 10 amendments were written to protect the individual rights of the American people. They enforce freedom of speech and religion, for example. The later amendments were created to resolve problems that occurred after the Constitution was written. These amendments include ending slavery and giving women the right to vote.

3 Today there are 27 amendments. It is possible that in our time we will see more amendments added to the Constitution.

1 **Read this sentence from paragraph 2.**

> **The later amendments were created to resolve problems that occurred after the Constitution was written.**

What does the word resolve mean?

- **A** find a solution to
- **B** write
- **C** create
- **D** make up

2 **How is the passage organized?**

- **A** by dates
- **B** by time
- **C** in order of importance
- **D** in an outline

3 **Based on this article, what can we predict for the future?**

- **A** We will never need to add more amendments to the Constitution.
- **B** Someday we will not need the Bill of Rights.
- **C** Some amendments will no longer be necessary.
- **D** In the future there will be a need for more amendments.

4 **What is the genre of this text?**

- **A** folktale
- **B** informational text
- **C** historical fiction
- **D** persuasive essay

Writing on Demand: Expository Essay About a Problem and a Solution

Write a three-paragraph essay that tells about a rule in your school or other organization that you think doesn't work. Then suggest a way to improve this rule. What is the present rule? How do you think your new rule would help? **(20 minutes)**

Study Skill

Two-column note taking Help students to organize their note-taking. Have students fold sheet of notepaper in half, lengthwise, creating two columns. As students read or listen in class, they should write subject headings or main ideas in the left column of the paper. Supporting details should be written in the space to the right. This two-column chart becomes a handy study tool. Students can fold the paper down the center line so that only the main ideas or the details are visible. Students can then recall details that support the visible main ideas. Or they can summarize the main ideas based on the visible supporting details. This is an excellent listening skill for students who need practice taking notes from spoken instruction.

Unit 2 • Chapter 2 Check Your Progress

Assessment Practice

Test-Taking Strategies

- **Assessment Book:** Unit 2, Chapter 2 Quiz
- **Teacher Resources:** *ExamView®* Unit 2, Chapter 2 Quiz
- **Milestones Tracker:** Unit 2, Chapter 2 Quiz
- **Workbook:** Assessment Practice Pages

Instruction ***Say:*** *When you read a question, look for important words that might help you answer the question. Sometimes there are clues that help you rule out one or two answers.*

Answers
1. A
2. A
3. D
4. B

Writing on Demand: Expository Essay About a Problem and a Solution

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret the writing prompt** ***Say:*** *Read the writing prompt carefully for instructions. Ask yourself what is the purpose of the assignment. In this case, the purpose is to tell about a rule and suggest a solution. The length is 3 paragraphs.*
- **Organize quickly** Tell students to think of a rule that they know about. ***Say:*** *The change that you suggest can be a small one. It does not have to be something that drastically changes the way the school runs. Think of the solution to the problem too.*
- **Revise** ***Say:*** *Refer to the writing prompt after you have written the first draft. Make sure you have followed the instructions. Add sentences and details to make your writing clearer.*
- **Edit** ***Say:*** *Read one last time and look for grammatical problems with possessives. Make sure you have used adjectives and adverbs correctly. Look for appropriate end punctuation for each sentence.* Remind students to use the **Writing Checklist** to edit their writing.

Reading Fluency

Reading Words in Chunks "Additions to the Constitution," paragraphs 1–3

Listening and Speaking Workshop

Respond to Literature

- **Instructional Routine for Listening and Speaking:** page Txiii
- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Review** Remind students to use new Key Vocabulary words when appropriate in their presentations. They should correctly use the present and past progressive tenses. Encourage them to include adjectives and adverbs and adjective and adverb phrases in their writing.
- **Teacher modeling** ***Say:*** *Begin your presentation with a careful reading of the literature. Make sure you understand the text. Use quotations from the text to support your opinions. For example, you could say that Celiane was nervous. You could support the point by saying "The text says that her knees were shaking."*
- **Determine purpose for listening** ***Say:*** *Each group will interpret the literature differently. Your job as a listener is to think about whether you agree with the speaker's opinion. Look for verbal and nonverbal clues, such as rolling eyes, hand gestures, and relaxed body language.*
- **Organization and delivery of oral communication** Review the steps for creating an oral presentation. ***Say:*** *As a group, you will come up with several points about the literature. Write one on each card. Each speaker will explain the point on their own card.*
- **Explain attentive listening** Ask for respectful silence during presentations. Allow a short time for questions after the presentation.

UNIT 2

Apply & Extend

Objectives

Listening and Speaking
Respond to literature

Media
Analyze the passing of time in film and television

Writing
Write a short story

Projects

Independent Reading

Listening and Speaking Workshop

Respond to Literature

Topic

When you respond to literature, you talk about what you have read. In this activity, you will work with a group to discuss a transition you read about in one of the readings in this unit. You will then decide, based on the text, what the author thinks about transitions. Then, as a group, you will share what you learned with the class.

1. **Choose a Selection to Discuss**
   Work in a small group. Decide which reading your group will discuss. You may choose the excerpt from "Behind the Mountains," "Crisis of Government," or "A Shot at It."
2. **Brainstorm**
   With your group, discuss the following focus questions. Take notes on your answers.
   a. What is a transition that takes place in the reading you chose?
   b. What were the effects of the change? Were the effects good or bad?
   c. Based on what you read, what conclusions can you draw about the author's opinion of transitions? Are they good or bad? Can they be both?
3. **Plan**
   Choose two or three examples from the reading to support your ideas about the author's view of transitions. Decide how your group will divide up the job of presenting your findings.
4. **Organize Your Presentation**
   On one note card, write down the author's opinion about transitions. On two or three other note cards, write examples that show the author's opinion. Write one example on each note card. You will use the note cards as you are giving your presentation.
5. **Practice, Present, and Evaluate**
   Practice your presentation. Then present it to the class. After you finish, ask for feedback on your presentation and answer your classmates' questions. When listening to your classmates' presentations, what new conclusions are you able to draw about the authors' opinions of transitions? Use the **Speaking Self-Evaluation** to evaluate your presentation. Use the **Active Listening Evaluation** to evaluate and discuss your classmates' presentations.

Differentiated Instruction • Listening and Speaking Workshop

Scaffolding

Offer the following sentence starters that students may use as they begin to create a response to literature:

The selection I chose is ___.
The transition in this selection is ___.
From the text, I can tell that the author has this opinion about transitions: ___.
The reason I think the author has this opinion is ___.

Extension

Record each group's presentation. Have them use the video to improve their public speaking techniques. Allow groups to view the tape and make plans for another oral presentation.
Say: *Use the tape to decide what you will do differently and what you would do again.*

Speaking Self-Evaluation
1. My presentation answered the focus questions.
2. I used information from the reading to answer the questions.
3. I spoke clearly and loudly enough for people to hear me.
4. I looked at the audience while I spoke.

Active Listening Evaluation
1. I learned more about the transition that happened in the reading from your presentation.
2. I understand better the author's opinion of transitions.
3. I think _____ was the most interesting part of your presentation.
4. After hearing your presentation, I would like to know more about _____ .

Media Workshop

Analyze the Passing of Time in Movies and Television

To make their stories more believable, movies and television shows often need to depict the passing of time. Sometimes a narrator lets the audience know that time has passed. Sometimes there are clues in the dialogue about time passing. Sometimes there are visual cues on the screen, such as the words, "Later that day..."

1. Choose a film or a television show that you like to watch.
2. As you watch, pay attention to how you know that time has passed in the action. Write your answers to the following questions.
   a. What are some ways you know that time has passed?
   b. Is it easy to tell how much time has passed? Why or why not?
   c. How does knowing about the passage of time affect your understanding of the story?
3. Report back to your class on the film or program you watched. Describe how you knew that time had passed.
4. Discuss with your class: Are there other ways of showing time passing that were not covered? Which ways of showing the passage of time are easiest to understand? Which are hardest? Why is it important to understand the timing of events in a story?

Listening and Speaking Strategies

Listening application Tell students to listen for transition words that show how the speaker is using the text (*for example, according to the text, unlike the character*). Explain that these words show that the presentation and the ideas come from details in the literature.

Home Connection

Making connections ***Say:*** *By the time you become an adult, you will have gone through many transitions. Sometimes families go through transitions, such as moving or job changes.* Have students interview their family about the transitions that have changed family life. Invite volunteers to share their answers with the class.

Unit 2 Apply & Extend

Listening and Speaking Workshop (cont.)

Speaking Self-Evaluation

- **Organization and delivery of oral communication** ***Say:*** *If you know how you will be graded, it'll be easier to prepare. Read the Speaking Self-Evaluation. That's a list of what you should do in your presentation. Our mistakes can help us do better on the next presentation.*

Active Listening Evaluation

Analyze oral presentation Explain that responses to the Active Listening Evaluation should be encouraging. They should help the speakers find ways to improve the next time they make an oral presentation.

Media Workshop

Analyze the Passing of Time in Movies and Television

- **Review concept** ***Say:*** *In most programs on TV, the audience watches for only a half hour or so, but the action takes several days or weeks. It sometimes takes years.*
- **Give examples** Offer several examples of how the passage of time could be shown. Language clues: *"Many years later. . ."* Visual clues: *a picture of a clock with its hands moving, the image of a person aging grey hair,* etc.

Reading Fluency

Paired Reading Media Workshop

Media Workshop Sample Answers

2. a. You can see that the characters have gotten older or that a crisis has passed.
   b. Sometimes it is easy, as when the words on the screen tell how much later it is. Other times it is harder because there are no specific clues in the program.
   c. Understanding that time has passed helps the story become more believable since our personal experience tells us that most things do not happen during the short time that the program lasts.
3. Sample answer: I know that time passed in "Doctors on Duty" because there was a scene in which a clock moved from 10:00 to 12:00.
4. Other ways of showing time passing could include fast motion footage. The words on the screen that tell how much time has passed are easiest to understand. It is hardest to understand when there are no visual, oral, or musical cues, or when the events are not shown in chronological order. Understanding timing is important because an audience can believe that many changes can happen over time.

Writing Workshop

Short Story

- **Instructional Routine for Writing:** page Txxxvi
- **Teacher Resources:** Rubrics: Rubric for Writing Assessment
- **Milestones Handbook,** pages 429–469
- **Concept development** Remind students that short stories are fiction. They have characters, a plot, a setting, a conflict, and a theme or message.
- **Develop character** Explain to students that main characters in short stories may have conflict with nature, themselves, or with another person or animal. ***Ask:*** *If someone takes on a new responsibility that is very difficult for him or her, do you think the main conflict is with another person or with him or herself?* (Possible answer: A character would have a conflict with himself or herself.)

Writing Prompt

- **Analyze and clarify** Read the writing prompt aloud and help students find key words that will guide their writing, such as *someone your age, new responsibility,* and *change.* Have students restate the prompt in their own words to check comprehension. Remind students that the purpose of a short story is to entertain or to narrate.

Prewrite

- **Choose the topic** To prepare for writing, students should think about what kind of story they want to tell: a funny story, a scary story, a story in which someone learns a lesson, etc.

Write a draft

- **Use a creative introduction** Explain to students that an interesting first sentence is a great way to draw a reader in. Offer some suggestions, such as these: *The day after she broke her arm, Cheryl made a decision.* Or, *Cheryl knew something was wrong when she was the only person who showed up at school on Monday.* Challenge students to find a way to incorporate an interesting character quality in the opening sentence.

Writing Suggestion

On the board, write a typical school dialogue between you and a student without punctuation. Have students suggest proper punctuation.

UNIT 2

Apply & Extend

Writing Workshop

Write a Short Story

A short story has a beginning, a middle, and an end. Usually, a character in the story encounters a problem. The character then tries to solve the problem.

Writing Prompt

Write a short story about someone your age who accepts a new responsibility. How does the person change because of the new responsibility?

PREWRITE

1. Read the student model on the next page. It will help you understand how to write a short story.
2. Choose a situation to write about. Answer the following questions about the situation.
   a. Who are the characters in the story? Who is the main character?
   b. What problem does the main character have to solve?
   c. When does the story happen?
   d. Where does the story happen?
   e. Why does it happen?
   f. How does the main character solve the problem?
3. Make an outline to show which events will happen in the beginning, middle, and end of your story.

Writing Suggestion

Dialogue is what characters say to each other. Include dialogue to make your story more realistic. Remember to use quotation marks to show when a character is speaking.

WRITE A DRAFT

1. Make sure your story has three parts. In the beginning, introduce the main characters and the setting. Use your answers to the *who, when,* and *where* questions in order to write the beginning of the story.
2. The middle of a short story is when the characters try to solve a problem. Use your answers to the *what* and *why* questions to write the middle of the story.
3. At the end of the story, your character(s) should solve the problem. Use the answer to the *how* question to write the end of your story.

Differentiated Instruction • Writing Workshop

Scaffolding

Ask students to brainstorm examples of transitions that students may use as they draft their essays. Begin with these possibilities:

A character takes on the responsibility
–of driving a car
–of riding the bus to school
–of making his own lunch
–of tending the family garden
–of being part of a sports team

Invite students to think of other responsibilities that someone their own age might take on.

Extension

Distribute the **Narrative Brainstorming** graphic organizer as students begin writing their short stories. ***Say:*** *Write your notes about the setting, the characters, the events, the conflict, and the ending. After you have most of the table filled in, go back and write a title for the story.*

Have students use their notes to write their stories.

Student Model

Hector Cruz

Alba's New Pet

Beginning

One day on her way home from school, Alba saw something moving in a bush. She pulled back the branches and found a small orange kitten.

"I've wanted a pet for so long!" thought Alba. Alba's mom always said she didn't want to clean up after any pets. Alba scratched the kitten behind its ears. "Maybe I can convince Mom to let me keep you," said Alba.

Middle

When Alba got home, she decided to sneak the kitten into her room before her mom saw it. She snuck into the house and into her bedroom. She set the kitten on her bed. Alba went to the kitchen to find her pet some food.

Alba's mother was starting dinner in the kitchen. Alba said, "Hey Mom, I'm looking for some crackers. Do we have any?"

"Dinner will be ready soon," her mom said.

Just then, Alba heard a quiet mewing coming from her room. Alba's mom looked down the hall. "What was that?" she asked. Alba's mother followed the sound to Alba's room. She opened the door just as the kitten ran under the bed.

"Is there something you wanted to tell me, Alba?" Her mother stood with her arms folded in front of her chest.

Alba sighed. "I found him on my way home. I was going to tell you."

"Well," said her mom, "having a pet is a big job. Keeping a secret from me makes me think you can't handle a responsibility like that."

"I know I should have told you right away. I'm sorry."

End

Her mother smiled. "Well, he is a very cute kitten, but we should put up signs in the neighborhood in case he's lost."

"Well, what if he doesn't have an owner?" Alba asked.

"Maybe then you can keep him, Alba. But no more secrets!"

Alba smiled. "No more secrets, I promise."

Unit 2 Apply & Extend

Writing Workshop (cont.)

Student Model

- **Analyze model** ***Ask:*** *Who is the main character in the story?* (Alba) *What responsibility is she taking on?* (owning a pet) *Who is the conflict between?* (Alba and her mother) *What lesson does Alba learn in the story?* (She learns that if she is to take care of a pet, she must be mature enough to tell her mother the truth.)
- **Short story structure** Ask students to identify the beginning of the story (the first paragraph where Alba finds the kitten), the middle (the scene where Alba and her mother discuss the kitten), and the ending or resolution of the plot (the last 4 paragraphs where Alba and her mother agree to keep the kitten and to avoid secrets).

Reading Fluency

Readers Theatre Student model

Writing Strategies

Organizing strategies Explain that a narrative is usually told in the order it took place, in chronological order. Offer these transition words to help students improve the clarity of their writing: *after, afterward, already, before, finally, following, first, later, next, soon,* and *then.* Have students revise their writing to use these transition words.

Reteach and Reassess

Structural features of a short story Review the elements of a short story with students and have them rewrite their short stories to strengthen any weak elements. ***Ask:*** *Can the reader easily tell where and when the story takes place? Have you described the character well enough for the reader to understand the transition? Did you explain the conflict thoroughly? Did you end the story with an explanation of what the character learned?*

Writing Workshop (cont.)

Revise

Revise to improve characterization Point out that the student model includes dialogue between Alba and her mother. ***Say:*** *The dialogue helps us understand how the characters relate to one another.* Encourage students to use other techniques of fiction, such as suspense, description, or narration to help the audience understand the motivations of the main character.

accurate word choice Point out the vivid words the student chose in the model, such as *snuck, quiet mewing,* and *arms folded.* Explain that precise words make writing fresh and interesting. Have students reread their stories to include their word choice.

Peer Review Checklist

revise Encourage peers to find ways to improve the stories. Have them avoid making a critical comment without a suggestion for a solution. Collect peer reviews and council students to make only the changes they think would improve their stories.

ing and Editing Checklist

rate Have students answer the items on the **Revising and Editing Checklist** with complete sentences and descriptions of how they have addressed each item. For example, students may answer question 1 by saying, *"In the beginning of my story, I introduce my character. In the middle, I develop the conflict, and in the end, I tell how the conflict is resolved and the lesson the character learns."*

ding Fluency

Reading Revising and Editing Checklist (Writing Workshop)

writing Encourage students to illustrate their story. Collect students' stories and illustrations into a class anthology. Bind them under one cover. Have the class invent a title for the anthology. Then donate the anthology to the library for general circulation.

UNIT 2

Apply & Extend

REVISE

1. Review your short story. Use the **Revising and Editing Checklist** to help you evaluate and revise your draft.
2. Exchange your story with a partner. Ask your partner to use the **Peer Review Checklist** to review your story. Your partner will point out errors and give suggestions for making your draft better.
3. Revise your draft again. Add sentences that help make your story clearer and more interesting. Delete sentences that are not needed.
4. Use the **editing and proofreading symbols** on page 455 to help you mark the changes you need to make.

EDIT

1. Use the **Revising and Editing Checklist** to reevaluate your story.
2. Fix any errors in grammar, spelling, and punctuation.

Peer Review Checklist

1. The story has characters and a setting.
2. The character(s) had a problem to solve.
3. The story uses words that help me picture what is happening.
4. My favorite part of the story was _____.
5. The story would be better if _____.

Revising and Editing Checklist

1. My story has a beginning, a middle, and an end.
2. I included details to make my story interesting.
3. I used present and past progressive verb tenses correctly.
4. I used adjectives and adverbs correctly.
5. I used quotation marks to show when a character is speaking.

PUBLISH

1. Write your story in your best handwriting so that it is clear and easy to read. Or use a computer to publish your story. Cut out pictures from magazines to make a cover for your story.
2. Read your story aloud to the class. Read with feeling, changing the level of your voice to express the emotions in your story.
3. Act out your story in front of the class. Show what happens in your story rather than simply tell it.

132 Unit 2 • Apply & Extend

Differentiated Instruction • Projects

Scaffolding

Help students complete the paragraph for Project 1. Prompt students to begin their paragraph with a sentence that tells what their transition was. Then follow with a judgment sentence. Offer these sentences as an example and sentence starter:

When I was 8 years old, my family moved from Japan to America.

The transition was good/bad/unsettling/frightening for me because ___.

Extension

Project 2 involves interviewing someone about a change in their life. Explain that an interview is a conversation. Students should understand that they will need to prepare a list of questions for the interview.

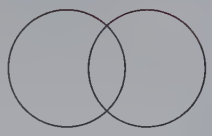
Tell students that the interview will go more smoothly if they prepare their friend or neighbor with details about the project. Suggest that students say, *"Would you mind if I asked you some questions about some of the changes you have experienced in your lifetime?"*

Projects

Choose one or more of the following projects to explore the theme of transitions further.

PROJECT 1

Compare Two Schools or Places in a Venn Diagram



1. Think about a transition in your life, such as changing schools or moving to a new place.
2. Draw a Venn diagram and label each of the two circles. A sample diagram appears here.
3. Fill in the outer parts of the circles with the differences between the two places.
4. Fill in the middle part where the circles overlap with the ways the two places were the same.
5. Write a paragraph in which you describe the transition from the first place to the second place. Was this a good transition for you? Explain why or why not.

PROJECT 2

Interview a Family Member or Friend About Transitions

1. Talk to a family member, friend, or neighbor who is older than you. Ask this person to describe some of the changes he or she has experienced in his or her lifetime. The transition might be a personal one, like getting a new job. Or it might be a way that the world has changed while this person has been alive.
2. Record or take notes about his or her answers to your questions about the transition.
3. Share what you have learned with the class.

PROJECT 3

Make a Poster About a Rite of Passage

A rite of passage is an event that celebrates a person's transition to something new in his or her life. Some examples are a school graduation or a special birthday.

1. Brainstorm rites of passage that you know about. Do a word search using the Internet or use library resources.
2. Choose one that you would like to learn more about, and research it. Use the following questions as a guide: What is celebrated? Who celebrates it? What do people do during the celebration?
3. Make a poster showing four or five events, ideas, or objects that are part of the rite of passage. You can print pictures from Web sites, copy them from books, or cut them out of old magazines. For each picture, write two sentences to explain what is happening.
4. Present your poster to the class and discuss it. Is the rite of passage one you hope to experience yourself?

Writing Strategies

Use keywords Have students brainstorm some keywords that will be useful as they search for information about rites of passage. Some examples include *rituals, ceremonies, milestones, coming of age,* and *initiation rites.* Encourage students to add their own keywords to the list.

Listening and Speaking Strategies

Progress-monitoring assessment Have students who choose Projects 2 or 3 refer to the self-evaluations they did for their oral reports on pages 128–129. Have them use the information to improve their public speaking for the project they choose.

Unit 2 Apply & Extend

Projects

PROJECT 1: Compare Two Schools or Places in a Venn Diagram.

Teacher Resources: Graphic Organizers: Venn Diagram

- **Prepare** Distribute the **Venn diagram** graphic organizer for student to use in the activity. Have students choose two places that are different enough to make a meaningful contrast. Have them jot down notes before they commit to their idea.
- **Teacher modeling** Before class, create your own Venn diagram comparing two places you have lived. Explain to students why you chose this topic. Point out the emotional, physical, and climate differences that are relevant to the project.

PROJECT 2: Interview a Family Member or Friend About Transitions.

- **Prepare** After finding a friend or neighbor to interview, have students write a list of interview questions. ***Say:*** *Write specific questions so that you get good examples from the person you are interviewing.*
- **Present** Explain that students who choose this project will need to make an oral presentation about what they learned. Encourage them to make notes about the most important points they want to tell. Have them use good public speaking skills, such as making eye contact and speaking slowly.

PROJECT 3: Make a Poster About a Rite of Passage.

- **Research** Tell students that they may be familiar with a rite of passage from their home country. However, they will still need to research the topic to find out more, such as when the tradition first began, why it continues today, and how the tradition has changed over time.
- **Show examples** Show students an example of a collage that includes several pictures, phrases, titles, news articles, or other media. Point out that their poster should include at least five elements that help describe the rite of passage.

Reading Fluency

Paired Reading Project 3

Independent Reading

- **Use the library** The collection for many local libraries is catalogued on a computer. Instruct students in using simple computer organizational features, such as passwords, entry and pull-down menus, word searches, and thesaurus features. Allow time in the library to become familiar with the electronic media.
- **Read summaries** Tell students that most books include a summary of the plot on the back cover or on the inside flap of the dust jacket. Point out that most book summaries tell only the main conflict. They do not include details about how the conflict is resolved. They never give away the ending.
- **Heinle Reading Library** Have students read the summary of *Great Expectations* and then retell a partner what the story is about. *Ask: Did you miss any details that your partner remembered?*

Heinle Reading Library

Great Expectations by Charles Dickens

In a specially adapted version by Mitsu Yamamoto

Pip, a poor orphan, wants a better life for himself. Then one day, a mysterious person arranges for him to leave his simple, working class life to be educated in London. At first the transition seems to go smoothly. However, eventually the identity of the mystery person is revealed, throwing Pip's life into confusion.

Independent Reading

Explore the theme of transitions further by reading one or more of these books.

Behind the Mountains by Edwidge Danticat, Orchard Books, 2002.

The story opens in October 2000, when political violence forces 13-year-old Celiane, her mother, and her brother to leave Haiti and join her father in New York. There, Celiane keeps a journal about making the transition to a new home and a new life in the United States.

When I Was Puerto Rican: A Memoir by Esmerald Santiago, Da Capo Press, 2006.

Esmeralda Santiago recalls the tropical beauty of Puerto Rico, where she was born, and also the poverty that her family lived in. When her mother, Mami, decides that the family is moving to New York, Esmeralda must learn a new language an find her way in a new culture.

Johnny Tremain by Esther Forbes, Houghton Mifflin, 1943.

Johnny Tremain is a poor orphan in Boston who, after hurting his hand, becomes a messenger during the American Revolution. His life changes when he becomes a part of excitin events such as the Boston Tea Party and the Battle of Lexingto

Anna of Byzantium by Tracy Barrett, Delacorte Press, 1999.

Anna Comnena is a real princess who will someday rule the Byzantine Empire. Yet as Anna grows up and becomes more independent, her grandmother plans to give the power to Anna's little brother instead. Anna must make the transition from being a respected leader to being forced to leave the kingdom. Read the true story of her fight to take back what is hers.

Flowers for Algernon by Daniel Keyes, Harcourt Brace, 1987.

Charlie Gordon is a man who has been mentally disabled hi entire life. As an adult he decides to be a part of an experiment that, if successful, will increase his intelligence. Read about hov Charlie's life changes, and find out whether the transition is for good.

Milestones to Achievement

Writing: Revise and Edit

Read this rough draft of a student's expository essay about a problem and a solution. It may contain errors. Then answer Questions 1 through 4.

A Difficult Transition

(1) The King School is a middle school and high school for students of the performing arts. (2) The King School is a wonderful place with excellent teachers. (3) It is having only one major problem. (4) The transition from middle school to high school is too difficult.

(5) In sixth, seventh, and eighth grades, students have about 30 minutes of homework. (6) Beginning in ninth grade, students have almost two hours. (7) Middle school students audition for two performances each year. (8) Yet high school students audition for two performances each season.

(9) To solve this problem, middle school and high school teachers need to talk to each other. (10) Eighth grade teachers could give more homework and one more performance. (11) Or, ninth grade teachers could give less homework and ask for fewer performances. (12) Then, students would transition from middle school to high school more easier.

1 **How can you correct sentence 3?**

- **A** Change *is having* to *was having*.
- **B** Change *is having* to *has*.
- **C** Change *is having* to *had*.
- **D** Change *is having* to *have*.

2 **Which sentence could you insert before sentence 7?**

- **A** In tenth grade, the students have even more homework.
- **B** The number of performances also increases.
- **C** Another problem is how many performances are required.
- **D** Ninth graders can accept more responsibility.

3 **What adverb phrase can you add to the end of sentence 5?**

- **A** very easy
- **B** lightly and easily
- **C** each night
- **D** about thirty minutes

4 **How can you improve sentence 12?**

- **A** Change *easier* to *easily*.
- **B** Change *more* to *most*.
- **C** Change *easier* to *easy*.
- **D** Delete *more*.

Writing on Demand: Expository Essay About a Problem and a Solution

Write a three-paragraph expository essay about a problem at your school. Describe your school and explain the problem. Then give details to support your ideas. Finally, suggest and explain a realistic solution to resolve the problem. **(20 minutes)**

Writing: Revise and Edit

- **Assessment Book:** Unit 2 Exam
- **Teacher Resources:** *ExamView®* Unit 2 Exam
- **Milestones Tracker:** Unit 2 Exam
- **Workbook:** Assessment Practice Pages

Identify the genre Point out that the essay is expository. The purpose of it is to inform the reader about a problem and to propose a solution. ***Say:*** *A first draft may contain errors in spelling, grammar, and punctuation. Look for the errors in this essay.*

Answers
1. B; 2. C; 3. C, 4. A

Writing on Demand: Expository Essay About a Problem and a Solution

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Read and interpret writing prompt** Caution students to read the prompt carefully and follow directions. Point out that the essay should be expository. It should focus on your own school.
- **Organize quickly** Tell students to identify a problem at their school. It can be something small such as needing more supplies or something important such as wanting music classes. Have students think quickly about a simple solution to the problem. Have students jot down some notes or phrases that could be used in the essay. Tell them to use the words as they draft the essay.
- **Revise** Explain that words such as *in my opinion*, or *I think*, or *I believe* weaken an essay. These words can be omitted from a draft. Explain that the reader understands that the opinions of the essay are those of the author.
- **Edit** Remind students to look for sentence fragments–those without a subject and a verb. Reread for errors in punctuation, spelling, or grammar. Remind students to use the **Writing Checklist** to edit their writing. Direct students to use page 125 in the student book for the checklist.

Reading Fluency

Echo Reading "A Difficult Transition"

Reading

Review and Reteach

- **Identify the progressive tense** Remind students that the past progressive verb tense is formed by the correct form of the verb *to be* and the *-ing* form of the verb. Point out the examples in the essay: *was learning, were swirling,* and *was changing.*
- **Short story** Point out to students that this selection is *a short story.* It has *characters* (the narrator), *a setting* (the United States in winter), *a conflict* (a discomfort about living and adapting to a new place), and it is told in *chronological order.*
- **Main idea** Remind students that a main idea is the most important idea in a paragraph or in a piece of writing. Point out the last sentence of paragraph 1. Explain that it is the main idea of the paragraph. The other details in the paragraph support this main idea.
- **Cause and effect** Review the definitions of cause and effect. A cause is an event that makes something else happen. The effect is what happens as a result of the cause. Offer examples from the essay on page 136, such as these: *the snow fell and caused the schools to close; the narrator learned a lot at school and that caused him to feel like a different person.*
- **Reteach and reassess the memoir text genre** For students who are having difficulty understanding the concept of a memoir you may wish to point out the similarity to the word *memory.* Point out that the reading is a personal story about *true* events from the writer's memory. It is a memoir about the author's childhood. Its purpose is to entertain the reader. Direct students to use page 113 in the student book to review the Text Genre feature on memoir.

Reading Fluency

Timed Reading "A Season of Changes"

Reading

Read this memoir. Then answer Questions 1 through 8.

A Season of Changes

1 When I think back to when I first moved to the United States from Vietnam, I remember many different things. I wore different clothes, I had short hair, and I did not speak English very well. With time, things began to change. My English improved as I learned to enunciate new words. I participated in class and made new friends. I was learning to play soccer, joining clubs at school, and reading the same books my classmates were reading—a slew of changes. With all these changes, sometimes I felt like I was a different person.

2 After several months, all of these changes started to become normal. Then one morning I woke up to a new change—snow. The world outside was covered in white. I was amazed. Of course, I had read about snow and heard my friends talking about it. But reading and hearing about snow is very different from seeing it. I quickly dressed in my new coat and boots. I opened the door and noticed that the air had changed, too. It was fresher. I stepped into the snow. I laughed and kicked my feet out in front of me, and there were droplets of snow on my boots. I bent down to touch some snow. It was soft and cold, like the ice drinks they sell in the seaside town in Vietnam where my grandparents still live. The schools were closed that day and my friends and I spent all day playing in the white snow.

3 We had a lot of fun, but memories of Vietnam were swirling inside my head like snowflakes. It suddenly felt sad and uncomfortable to be caught between two worlds. I was changing so much. Who was I? American or Vietnamese? As I raced to the bus, I realized that I was both.



1 What does the word slew mean in the following sentence from paragraph 1?

> I was learning to play soccer, joining clubs at school, and reading the same books my classmates were reading—a slew of changes.

A cultural
B large amount
C small amount
D natural

2 What does the word droplets mean in the following sentence from paragraph 2?

> There were droplets of snow on my boots.

A small amounts
B large handfuls
C ice
D flakes

3 What is the narrator's problem?

A He no longer likes Vietnam.
B He no longer likes the United States.
C He feels like he lives in two different worlds.
D He feels like he doesn't belong anywhere.

4 What is the narrator's solution?

A He will try to forget Vietnam.
B He will try to leave the United States.
C He will accept both worlds.
D He will find a new place to belong to.

5 What is the tone of the memoir?

A scared
B angry
C joyful
D thoughtful

6 What kind of audience would enjoy this memoir?

A people who like to read scary stories
B people who like to read true, personal stories
C people who like history
D people who like natural science

7 Which sentence from the memoir is in the past progressive tense?

A I was changing so much
B Then one morning I woke up to a new change—snow.
C The world outside was covered in white.
D Of course, I had read about snow and heard my friends talking about it.

8 Which meaning does the writer want for the word change in the following sentence?

> Then one morning I woke up to a new change—snow.

A coins
B something different
C clothes
D a thought

Unit 2
Milestones to Achievement

Answers
1. B; 2. A; 3. C; 4. C; 5. D; 6. B; 7. A; 8. B

Reteach and Reassess

- **Analyzing the tone** Some students may have difficulty with the literary concept of tone. Remind them that *tone* is an author's overall attitude or feeling about the subject. ***Say:*** *Tone tells you how the writer feels. The feeling, or emotion, can be angry, sad, happy, excited.* Have students identify the tone that the author intended in the following sentences.

1. I looked at my family and waved goodbye knowing that I wouldn't see them again for a long, long time. (sad, regretful)
2. The players shouted, grinned, and high-fived each other after Angela scored the winning goal. (joyous, happy)
3. You stared at me as if I were an ant on the sidewalk to squash. I wanted to run. (fearful, intimidated)

Have students refer to page 85 in the student book for more on the literary element tone.

- **Identify and use the past progressive** Some students may have difficulty identifying and using the past progressive tense. Review how such verbs are composed. ***Say:*** *The past part of past progressive means using the past tense forms of* be: was, were. *Progressive means that the main verb ends in* -ing. Have students fill in the past progressive verb forms in the following sentences. Remind them to check for proper spelling.

1. The students from Florida ___ ____ (have) a hard time getting used to cold weather. (were having)
2. He ____ _____ (make) special cookies for the birthday party. (was making)
3. I'm sorry that you ____ _____ (cry) when you did badly on the test. (were crying)
4. I ____ _____ (talk) when the teacher gave us directions to the homework. (was talking)

Direct students to page 95 in the student book for a review of the past progressive verb tense.

UNIT 3 Materials: Chapter 1

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: KWL Chart, Cluster Map, Word Web, Word Squares, Vocabulary Log, Two-Column Chart, Three-Column Chart, Venn Diagram, Story Map
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 3, Chapter 1
ExamView Assessment: Unit 3, Chapter 1 Quiz
Rubrics: Rubric for Oral Reading Fluency, Rubric for Speaking Assessment, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 3, Chapter 1 Quiz

Milestones Tracker
Unit 3, Chapter 1

Audio Program
CD 2, Tracks 2–3

Student Book
Unit 3, Chapter 1, pp. 138–169
Milestones Handbook, pp. 429–469

Workbook
Unit 3, Chapter 1, pp. 109–128

Independent Practice CD-ROM
Unit 3, Chapter 1

Heinle Reading Library
Frankenstein, by Mary Shelley

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones C Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 1		
1	Student Book	Pre-assess 10 MIN. Unit Opener (pp. 138–139) 40 MIN. Explore the Theme (p. 139) 40 MIN. Theme Activity (p. 139) 40 MIN. Chapter Focus Question (p. 140) 10 MIN.		Echo Reading *Explore the Theme, questions (p. 139)
2	Student Book, Workbook	About the Reading (p. 140) 15 MIN. Build Background (p. 141) 40 MIN. Use Prior Knowledge (p. 141) 40 MIN. Vocabulary From the Reading (p. 142) 45 MIN.	Workbook (p. 109)	Paired Reading *Build Background (p. 141)
3	Student Book, Workbook	Academic Vocabulary (p. 143) 45 MIN. Reading Strategy (p. 143) 40 MIN. Text Genre (p. 144) 35 MIN. Meet the Author (p. 144) 20 MIN.	Workbook (p. 110)	Reading Words in Chunks *Meet the Author (p. 144)
4	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 144) 15 MIN. Reading Selection (pp. 145–151) 125 MIN.	Workbook (p. 111)	CD Assisted Reading *"An Hour with Abuelo," paragraphs 1–3 (p. 145)
5	Student Book, Workbook, Audio Program	Reading Selection (pp. 145–151) 140 MIN.	Workbook (p. 112)	CD Assisted Reading *"An Hour with Abuelo," paragraphs 21–25 (p. 150–151)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
6	Student Book, Workbook	Apply the Reading Strategy (p. 152) 45 MIN. Academic Vocabulary (p. 152) 45 MIN. Reading Comprehension Questions (p. 153) 30 MIN. Literary Element (p. 153) 20 MIN.	Workbook (p. 113)	Repeated Reading *Literary Element (p.153)
7	Student Book, Workbook	About the Reading (p. 154) 20 MIN. Build Background (p. 154) 20 MIN. Vocabulary From the Reading (p. 154) 30 MIN. Reading Strategy (p. 155) 40 MIN. Text Genre (p. 155) 30 MIN.	Workbook (pp. 114–116)	Choral Reading *Text Genre (p. 155)
8	Student Book, Workbook, Audio Program	Meet the Author (p. 155) 15 MIN. Reading Focus Questions (p. 155) 15 MIN. Reading Selection (p. 156–160) 90 MIN. Reading Comprehension Questions (p. 161) 20 MIN.	Workbook (p. 117)	CD Assisted Reading *"It's a Math World for Animals," paragraphs 4–9 (p. 156–157)
9	Student Book, Workbook	Spelling (Workbook p. 118) 15 MIN. Writing Conventions (Workbook p. 119) 15 MIN. Connect Readings 1 and 2 (p. 161) 20 MIN. Listening and Speaking (p. 162) 60 MIN. Reading Fluency (p. 162–163) 30 MIN.	Workbook (pp. 118–119)	Paired Reading *Listening and Speaking (p. 162)
10	Student Book, Workbook	Vocabulary Development (p. 163) 20 MIN. Grammar (pp. 164–165) 80 MIN. Grammar Expansion (Workbook pp. 123–124) 40 MIN.	Workbook (pp. 120–122; 123–124)	Repeated Reading *Vocabulary Development (p. 163)
11	Student Book, Workbook	Writing Assignment (pp. 166–167) 60 MIN. Writing Support (p. 167) 20 MIN. Progress Check (pp. 168–169) 60 MIN.	Workbook (pp. 125–128) Have students study for the Chapter 1 Quiz.	Use Punctuation and Type Cues *Student Model (p. 166–167)
12	Assessment Book	Chapter 1 Assessment (Assessment Book, Unit 3, Chapter 1 Quiz) 140 MIN.		Echo Reading *"Community Reading," paragraphs 1–3 (p. 169)

UNIT 3 Materials: Chapter 2, Apply & Extend, Milestones to Achievement

Teacher's Edition
Staff Development Handbook, pp. Txxi–Tliv
English-Spanish Cognates/False Cognates, pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Word Web, Vocabulary Log, Storyboard Organizer, Three-Column Chart, Timeline, Storyboard, Word Study & Spelling Chart, Note-Taking
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 3, Chapter 2
Unit 3 Newsletters
ExamView Assessment: Unit 3, Chapter 2 Quiz
ExamView Assessment: Unit 3 Test
ExamView Assessment: Mid-Book Exam
Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 3, Chapter 2 Quiz
Unit 3 Test
Mid-Book Exam

Milestones Tracker
Unit 3, Chapter 2

Audio Program
CD 2, Tracks 4–6

Student Book
Unit 3, Chapter 2, pp. 170–201
Unit 3, Apply & Extend, pp. 202–208
Unit 3, Milestones to Achievement, pp. 209–211
Milestones Handbook, pp. 429–469

Workbook
Unit 3, Chapter 2, pp. 129–148

Independent Practice CD-ROM
Unit 3, Chapter 1

Heinle Reading Library
Frankenstein, by Mary Shelley

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones C Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 2		
13	Student Book, Workbook	Chapter Focus Question (p. 170) 10 MIN. About the Reading (p. 170) 15 MIN. Build Background (p. 171) 30 MIN. Use Prior Knowledge (p. 171) 40 MIN. Vocabulary From the Reading (p. 172) 45 MIN.	Workbook (p. 129)	Repeated Reading *Build Background (p. 171)
14	Student Book, Workbook	Academic Vocabulary (p. 173) 50 MIN. Reading Strategy (p. 173) 50 MIN. Text Genre (p. 174) 40 MIN.	Workbook (p. 130)	Reading Words in Chunks *Reading Strategy (p. 173)
15	Student Book, Workbook, Audio Program	Meet the Author (p. 174) 20 MIN. Reading Focus Questions (p. 174) 15 MIN. Reading Selection (pp. 175–185) 105 MIN.	Workbook (p. 131)	CD Assisted Reading *"The Dred Scott Decision," paragraphs 1–3 (p. 175)
16	Student Book, Workbook, Audio Program	Reading Selection (pp. 175–185) 140 MIN.	Workbook (p. 132)	Reading Words in Chunks *"The Dred Scott Decision," paragraphs 27–29 (p. 184–185)
17	Student Book, Workbook	Apply the Reading Strategy (p. 186) 45 MIN. Academic Vocabulary (p. 186) 45 MIN. Reading Comprehension Questions (p. 187) 30 MIN. Text Element (p. 187) 20 MIN.	Workbook (p. 133)	Paired Reading *Text Element (p. 187)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
18	Student Book, Workbook	About the Readings (p. 188) 15 MIN. Build Background (p. 188) 15 MIN. Vocabulary From the Reading (p. 188) 30 MIN. Reading Strategy (p. 189) 30 MIN. Text Genre (p. 189) 30 MIN. Meet the Authors (p. 189) 20 MIN.	Workbook (pp. 134–136)	Repeated Reading *Build Background (p. 188)
19	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 189) 15 MIN. Reading Selections (pp. 190–192) 105 MIN. Reading Comprehension Questions (p. 193) 20 MIN.	Workbook (p. 137)	Choral Reading *"The Road Not Taken," stanzas 1–4 (pp. 190–191)
20	Student Book, Workbook	Spelling (Workbook p. 138) 15 MIN. Writing Conventions (Workbook p. 139) 15 MIN. Connect Readings 1 and 2 (p. 193) 20 MIN. Listening and Speaking (p. 194) 60 MIN. Reading Fluency (pp. 194–195) 30 MIN.	Workbook (pp. 138–139)	Reading Words in Chunks *Listening and Speaking (p. 194)
21	Student Book, Workbook	Vocabulary Development (p. 195) 20 MIN. Grammar (pp. 196–197) 80 MIN. Grammar Expansion (Workbook pp. 143–144) 40 MIN.	Workbook (pp. 140–144)	Paired Reading *Vocabulary Development (p. 195)
22	Student Book, Workbook	Writing Assignment (pp. 198–199) 60 MIN. Writing Support (p. 199) 20 MIN. Progress Check (pp. 200–201) 60 MIN.	Workbook (pp. 145–148) Have students study for the Chapter 2 Quiz.	Use Punctuation and Type Cues *Student Model (pp. 198–199)
23	Assessment Book	Chapter 2 Assessment (Assessment Book, Unit 3, Chapter 2 Quiz) 140 MIN.		Reading Words in Chunks *"Brown v. Board of Education," paragraphs 1–3 (p. 201)
		APPLY & EXTEND		
24	Student Book, Workbook	Listening and Speaking Workshop (pp. 202–203) 120 MIN. Media Workshop (p. 203) 20 MIN.	Prepare Media Workshop (Student Book p. 203)	Repeated Reading *Media Workshop. (p. 203)
25	Student Book, Workbook	Media Workshop (p. 203) 120 MIN. Writing Workshop (pp. 204–206) 20 MIN.	Prepare Writing Workshop (Student Book pp. 204–206)	Paired Reading *Student Model (p. 205)
26	Student Book, Workbook	Writing Workshop (pp. 204–206) 120 MIN. Projects (p. 207) 20 MIN.	Prepare Project (Student Book p. 207)	Choral Reading *Revising and Editing Checklist (p. 206)
27	Student Book, Workbook	Projects (p. 207) 140 MIN.		Repeated Reading *Project 2 (p. 207)
28	Student Book, Workbook	Milestones to Achievement (pp. 209–211) 110 MIN. Review 30 MIN.	Have students study for the Unit 3 Test.	Echo Reading *"One or the Other" (p. 209)
29	Assessment Book	Unit 3 Assessment (Assessment Book, Unit 3 Test) 140 MIN.	Have students study for the Mid-Book Exam.	Repeated Reading *"Protecting the Habitats of Chimpanzees," paragraphs 1–3 (p. 210)
30	Assessment Book	Mid-Book Exam (Assessment Book, Mid-Book Exam) 140 MIN.		See Oral Reading Fluency activity in the print assessment.

Unit 3
Preview the Unit

Preteach and Prepare

Preteach

Preview Remind students that they make choices every day. ***Say:*** *There are big choices and little choices. Think about all the choices you make in a day: what to wear, what to eat, what television show to watch.*

Vocabulary

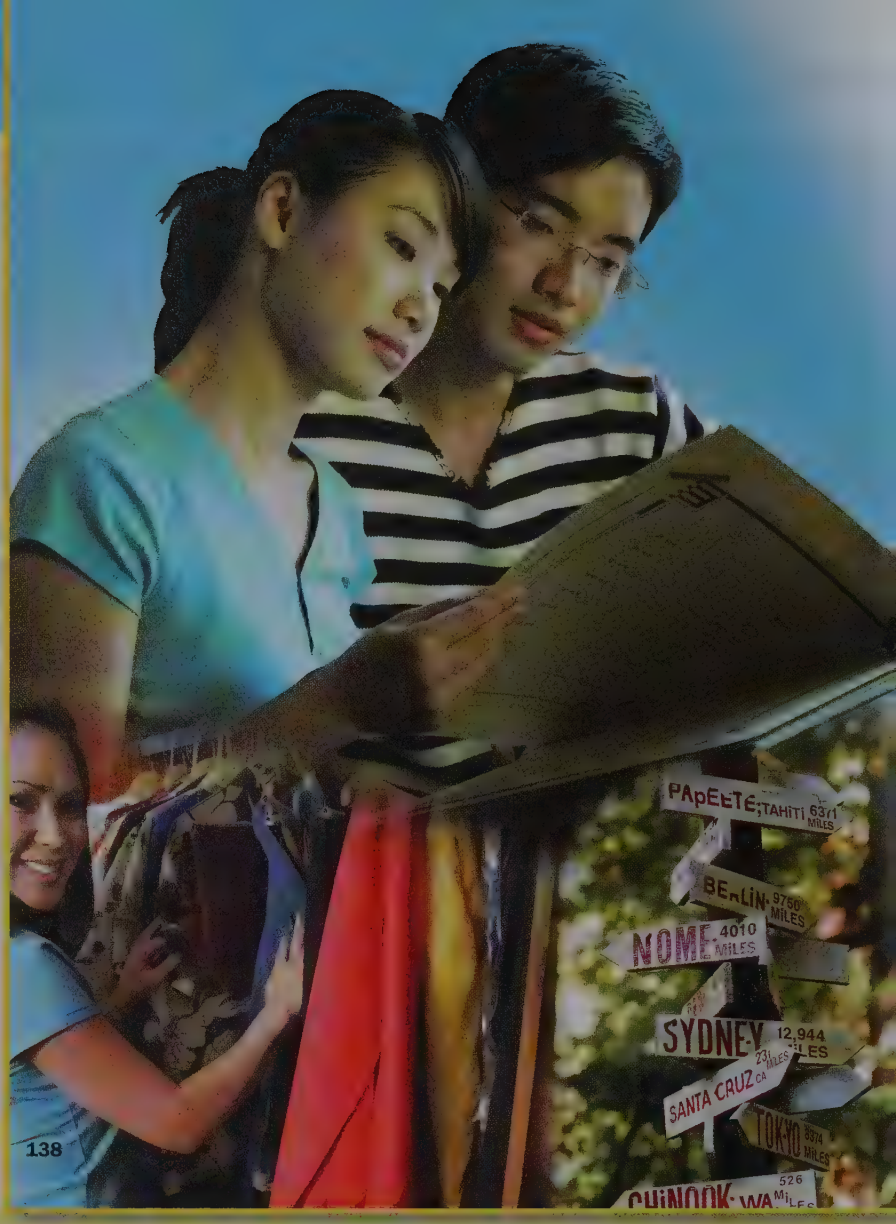
- **Review vocabulary** Have students discuss some choices they have made today. Review the word *important*. ***Say:*** *An important choice can affect your life. For example, picking a college will be an important choice in your life.*
- **Answer relevant questions** Discuss the idea of how choices are made. ***Ask:*** *What important choices have you made in your life? Have other people made important choices for you?*

Grammar

- Discuss conjunctions. ***Say:*** *In this unit, we're going to talk about conjunctions. Conjunctions are words that connect words, phrases, or sentences. The most common conjunctions are:* and, but, or. *When we talk about choices, we often use conjunctions. We say things like, "I chose the potatoes* ***and*** *the green beans" or "You can go to the park* ***or*** *to the movies."*

Interpret the Image

- **Approach** ***Ask:*** *What kinds of choices are the people in the pictures making?* (choosing clothes, food, fruit, which town to visit) *Are these simple or difficult choices?* (simple) *Are they important choices?* (no)
- **Connection to personal experience** ***Ask:*** *Do you like to make choices? What kinds of choices are hard for you? Which choices are easy?*



Differentiated Instruction • Explore the Theme

Scaffolding

Help students understand that some choices have consequences. ***Say:*** *Many choices have consequences, or effects. If I choose to sleep late tomorrow morning, I could be late for school. That is my choice. Being late is a consequence of my sleeping late.* Have pairs make a list of choices and possible consequences. Students then share them with the group.

Extension

Have students think about important choices. Ask them to think about the choices they have made today. These might include their route to school or where they sit on the bus. Have them list all of their choices and then put them in order from *least important* to *most important*. Discuss how they decided the order of importance for their choices.

Choices

UNIT 3

Explore the Theme

1. What are some choices you see in the pictures?
2. Is making a choice difficult for you?
3. What are some of the things you think about before making a choice?

Theme Activity

Work in a small group. Tell the group about an easy choice you made today, such as what to wear to school or what to eat for breakfast. Then tell about a more important choice you recently made. Talk with your group about the differences between these kinds of choices.



Social Studies Connection

Make decisions Have students work in small groups for this community-building activity. ***Say:*** *Some important choices are made for us by leaders. Suppose you are the mayor of a new town. There are no buildings or roads. There are 20 families who want to live in your new town. What choices would you need to make first? Where will you build the town? What kinds of buildings will you put up? How will you choose people to help?*

Home Connection

Put ideas in order of importance Have students go home and ask family members about choices they made that day. Ask them to work with their family member to put their choices in order from least to most important. Have them discuss why some choices are more important than others. Allow students to share their lists and explain why they were put in that order.

Unit 3 Preview the Unit

Explore the Theme

Teacher Resources: Graphic Organizers: KWL Chart

- **Classroom management** During this unit, the focus should be not on comparing student choices, but on comparing little and big choices, and how those choices can have an impact the student's life. Explain that all choices have consequences. Consequences affect your daily life. A consequence is an effect, the outcome of a choice. The little choices we make have small consequences. The larger the choice, the larger its consequence.
- **Graphic organizer** Use a **KWL Chart** (Know–Want to Know–Learned) to determine what students already know about choices and consequences (how they are connected) and what they want to know. At the end of Unit 3, revisit the KWL Chart and have students add what they have learned about choices and consequences.

Reading Fluency

Echo Reading Explore the Theme questions

Explore the Theme Sample Answers

1. deciding what food to eat, what clothes to wear, which fruit to buy, where to go
2. Some choices are easy and some are more difficult.
3. I think about what the possible outcome will be and who will be affected.

Theme Activity

- **Opportunities for application** Explain the theme activity to students by telling some choices you have made recently. (what to wear, what to watch on TV, what grade to give for assignments) Discuss which choices were easy and which were difficult. Then share an important choice you made recently.
- **Relate to personal experience** Have students share a difficult choice they have made recently and an easy choice they've made. Ask students to write the choices down. Then have pairs discuss their choices.

Theme Activity Sample Answers

An easy choice I made was to wear my red sweatshirt instead of my blue one. A hard choice I made was to tell the truth when I broke a glass in the kitchen.

Objectives

Reading Strategies

Say: *Good readers ask questions as they read. This helps them understand what they are reading. Sometimes the author doesn't tell you everything you need to know. You have to draw conclusions. Use clues from the text and what you already know to decide what is happening in the text.*

Listening and Speaking

Say: *To tell a story, you need to use facial expressions and gestures. This helps the listener understand the story.* ***Ask:*** *How could facial expressions help tell a story?*

Grammar

Say: *A conjunction connects ideas, sentences, or thoughts.* Write the following sentences on the board: *I missed the bus. I walked to school.* ***Say:*** *I can combine these sentences with the conjunction* because. *I walked to school because I missed the bus.* Tell students they will learn more about conjunctions in this chapter.

Chapter Focus Question

Preteach

Connect to personal experience ***Say:*** *Think of a time you made a choice.* ***Ask:*** *What did you decide to do? What was the consequence?* ***Say:*** *This chapter's focus questions ask us to think about the kinds of choices animals and people make every day. Keep this question in mind as you study Unit 3.*

About Reading 1

Cross-curricular transfer Tell students that they will be reading a short story called "An Hour with Abuelo." Ask Spanish speakers to tell what *abuelo* means. If you have no Spanish speakers, tell students that it is the Spanish word for *grandfather*.

CHAPTER 1

Objectives

Reading Strategies
Ask questions; Draw conclusions

Listening and Speaking
Tell a story

Grammar
Learn to use conjunctions

Writing
Write a short story

Academic Vocabulary

interact	evidence
tradition	setting

Academic Content

Researching family history
The biological roots of basic math skills

Chapter Focus Question

What kinds of choices are we faced with in our daily lives?

Reading 1 **Literature**
Short story (abridged)
An Hour with Abuelo
by Judith Ortiz Cofer

Reading 2 **Content:** Math
Informational text: Internet article
It's a Math World for Animals
by Emily Sohn

An Hour with Abuelo

About the Reading

You are about to read a short story about a teenager named Arturo, who visits his Puerto Rican grandfather, *abuelo*, at a nursing home.



Differentiated Instruction • Use Prior Knowledge

Scaffolding

Ask students to think about short stories they have read. Explain that a short story has characters, setting, and plot. Short stories are the shortest kind of fiction writing and have only a few characters. ***Say:*** *Short stories are often about daily life and the character's feelings. The author of this short story wrote about a boy and his grandfather.*

Extension

Have students do a side-by-side comparison of a short story and a novel or chapter book. Have them make a **Venn diagram.** They should list the shared characteristics of novels and short stories in the intersection and the differences in the two circles.

Before Reading 1

Build Background

Puerto Rican Culture

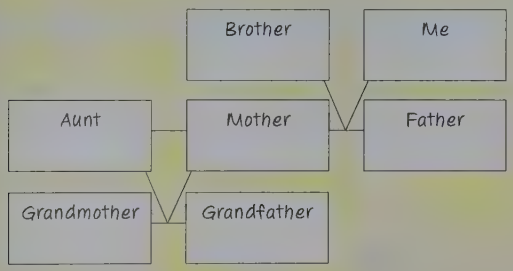
The island of Puerto Rico is a mix of many different cultures. The Taínos, an indigenous tribe, were living there when Christopher Columbus landed on the island in 1493. Puerto Rico belonged to Spain for more than four centuries, so Spanish is spoken there. Puerto Rican food, music, and literature have strong Spanish roots. In the 1950s, many Puerto Ricans moved to the United States, especially to the New York area.



Use Prior Knowledge

Think About Your Family

In "An Hour with Abuelo," the main character learns about his grandfather, who was born in Puerto Rico. Think about your family members and where they were born. Draw a family tree. Look at the example below. In each square, write a person's name and his or her relationship to you. Also include where they were born.



Unit 3 • Chapter 1 Before Reading 1

Build Background

Puerto Rican Culture

- **Teacher Resources:** Graphic Organizers: Cluster Map
- **Pre-assess** Read the first paragraph with students. Draw students' attention to the map. ***Say:*** *This is a map of Puerto Rico. As you can see on the map, Puerto Rico is an island southeast of Florida.* Show students Puerto Rico on a larger map of North America to give them a better idea of its location.
- **Preteach vocabulary** ***Say:*** *The word* indigenous *means* native. *The Tainos were the first people on Puerto Rico. When Christopher Columbus arrived, he claimed the island for Spain. It belonged to Spain for 400 years. That is why many people in Puerto Rico speak Spanish.*

Reading Fluency

Paired Reading Build Background

Use Prior Knowledge

Think About Your Family

Prepare Read the section with students. Model making a family tree on the board using information from your own family. ***Say:*** *You will need to have some information about your family's background to complete your own family tree. Find out where your parents and grandparents were born. Complete your own family tree.*

Sample Answers

Students should have a family tree with the names of people in their families and birth dates.

Cultural Connection

Compare Explain to students that the story "An Hour with Abuelo" is about a boy and his grandfather. ***Say:*** *Many cultures around the world view older people as wise and respected members of society.* Have students make a board list of different words for "grandfather" in the languages they know. ***Ask:*** *Are any of the words similar, even though they are from different languages?*

Home Connection

Conduct an interview Have students interview a family member about a grandparent. Ask them to tell a story they remember that best describes that grandparent. Have students share their stories with the class.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

depressed *(dejected, downcast, unhappy, moody, downhearted)*
embarrassed *(ashamed, confused, crushed, shamed, rattled)*
graduate *(certify, complete, finish)*
ignorant *(misinformed, mindless, uneducated, untrained, witless)*
obvious *(conclusive, evident, clear)*
old-fashioned *(ancient, antique, extinct, primitive, vintage)*

Have students use a **Word Web** to understand each Word Connection.

- **Vocabulary development** Have students work in pairs to read the sentences. Have them use context clues to determine the meaning of the highlighted Key Vocabulary words.
- **Practice** ***Say:*** *Describe a time you felt embarrassed or depressed. Describe someone who is old-fashioned.* ***Ask:*** *What will you do when you graduate? Name something that is obvious. What topic are you ignorant about?*
- **Vocabulary independently** Have students brainstorm thoughts and images they associate with each of the Key Vocabulary words. Then ask them to choose one to describe to the class. For example, they might describe what they imagine their graduation day will be like.

Practice Vocabulary Answers

1. depressed
2. embarrassed
3. graduate
4. ignorant
5. obvious
6. old-fashioned

Use Vocabulary Answers

depressed (sad, discouraged, dismayed)
embarrassed (ashamed, self-conscious, ill at ease, uncomfortable)
graduate (complete one's studies)
ignorant (illiterate, unknowing, uninformed, without schooling)
obvious (clear, plain)
old-fashioned (dated, behind the times, unfashionable)

Checkpoint Sample Answers

1. old-fashioned; ignorant
2. Sophia felt embarrassed when she dropped her lunch tray on the floor.

Before Reading 1

Key Vocabulary

depressed
embarrassed
graduate
ignorant
obvious
old-fashioned

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted** word. Think about the context (the words around the highlighted word). Use the context to determine the meaning of the word.

1. I often feel **depressed** in the winter because it is dark, cold, and rainy.
2. Carlos felt **embarrassed** when his younger brother screamed in the restaurant.
3. Leigh will **graduate** from school and then she will start looking for a job.
4. Now that I have taken a class in geography, I am no longer **ignorant** about the locations of countries around the world.
5. It was **obvious** from the smile on her face that Tanya had passed her test.
6. My grandfather wears **old-fashioned** clothes that were popular 50 years ago.

Practice Vocabulary Complete the sentences with the correct Key Vocabulary word.

1. Alma knows a lot about American history, but she is ____ about Puerto Rican history.
2. Dale was ____ when his best friend moved away.
3. The furniture in my grandparents' house is ____ because it's from the 1950s.
4. Ivan feels very proud that he will ____ from school in June.
5. Sometimes people's faces turn red when they feel ____.
6. It is ____ that the twins were playing outdoors because their clothes are muddy and torn.

Checkpoint

1. What word means the opposite of *modern*? What word means the opposite of *informed*?
2. Write a sentence using the word **embarrassed**.

Use Vocabulary Independently Write your own words or phrases to explain the meanings of the Key Vocabulary words. Then use a dictionary or thesaurus to check your work.

embarrassed: ashamed, self-conscious, ill at ease, uncomfortable

Vocabulary Log | Workbook page 109 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Have students number their papers from 1 to 6. Tell students to listen as you give them a riddle for each Key Vocabulary word. Students should write down the answer to each. ***Say:*** *I am how you would feel if you slipped in front of people. I describe someone who knows almost nothing about a subject. I am a sofa from 100 years ago. I am what happens when you pass twelfth grade. I'm how you feel when a family pet dies. Since I am the last word left, I am the* ____.

Extension

Have students use a variation on **Word Squares**. Students should make a four-quadrants graphic for each word. Tell students to write a Key Vocabulary word in one quadrant. In another quadrant they should write a word that means the opposite. In a third, write a word that means the same. In the last quadrant they should write a sentence using the vocabulary word.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
interact *verb*	to communicate with someone through words or actions	A mother and child **interact** when they play together.	
tradition *noun*	a custom or belief that is passed on from one generation to another	Pablo's family has a **tradition** of playing music at family gatherings. Every year they play the same songs.	

Draw a picture and write a sentence for each word.

Reading Strategy

Ask Questions

Asking questions before, while, and after you read will help you to understand the story, its characters, their **traditions**, and how they **interact**.

As you read "An Hour with Abuelo," pause whenever you have a question. Write your question in the first column of the chart. Continue reading. You will answer these questions once you have finished the reading.

My Question	The Answer I Found

Checkpoint

1. What special **traditions** does your family have during holidays?
2. How do you **interact** differently with your classmates and with your teacher?

Vocabulary Log | Workbook page 110 | Independent Practice CD-ROM/Online

Math Connection

Vocabulary development Before giving students this assignment, determine how many days are left in the school year. Write that number on the board. Tell students there are approximately 180 days in each school year. Have students determine how many schools days are left before they graduate from your classroom.

Grouping Strategies

Instruction and practice Vary student groupings to include, both homogenous and heterogeneous groups, based on ability and English-language proficiency. Students need varied experiences to ensure maximum learning. Have students share their study tips and methods for learning new vocabulary.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Word Connections

interact *(connect, combine, interplay, collaborate)*

tradition *(birthright, institution, ritual, custom)*

- **Preview** The Academic Vocabulary words are highlighted throughout the chapter so students can spot them easily and explore their context.
- **Vocabulary development** ***Say:*** *To interact means to talk with or do something with another person.* ***Ask:*** *How many people have you interacted with since you woke up?* ***Say:*** *Many families have traditions. My family goes to the park every year for fireworks, but we also have traditions at school.* Name a few traditions that are practiced in your school for example, the pledge of allegiance, putting chairs up at the end of the day, etc.
- **Interpret the images** Have students work in pairs to compare the sentences and the pictures.

Reading Strategy

Ask Questions

- **Preview** ***Say:*** *A reading strategy is something you do as you read. Using a reading strategy helps you understand what you read. You can become a better reader if you learn good reading strategies and use them when you read.*
- **Preteach** ***Say:*** *We ask questions all the time as we read. We wonder what will happen next. We ask ourselves why a character said or did something. Asking questions is a good way to check your reading. After reading, we ask questions to see how well we understood the entire story.*

Checkpoint Sample Answers

1. Answers will vary. Students may mention special foods, family activities, attending services, playing games, or other forms of recreation.
2. Answers will vary. Students may say they are more casual with their friends and more respectful with their teacher.

Text Genre

Short Story

- **Preteach vocabulary:** ***Say:*** *A short story is a short work of fiction. It has the same features as a novel. The features of a short story include a main character and a main event.*
- **Apply** Ask students to name familiar short stories. These could be fairy tales, myths, or legends. Identify two or three that most students know. Have volunteers retell the stories.

Meet the Author

Judith Ortiz Cofer

- **Explain author background** ***Say:*** *Judith Ortiz Cofer was born in Puerto Rico. The author's family felt it was important to remember their Puerto Rican roots. Ms. Cofer's Puerto Rican heritage can be seen in her short story, "An Hour with Abuelo."*
- **Relate to personal experience** Have volunteers discuss their experiences of growing up with two different cultures. Ask them to tell how it helped them and how it might have made life difficult at some times.

Reading Fluency

Reading Words in Chunks: Meet the Author

Reading Focus Questions

- **Preview** Explain to students that they should think about the Reading Focus Questions as they read "An Hour with Abuelo." They will revisit the questions after reading the selection.
- **Model Think-Aloud** ***Say:*** *As I read, I will think about the theme* Choices *and the reading focus question about making dreams come true.*

Sample Answers

1. Abuelo has a choice between studying or spending time with his grandfather. His grandfather also influenced career choices. He wanted to be a teacher but spent much of his life as a farmer working with his hands.
2. The author wants to entertain her readers by exploring the similarities between them and how they learn about each other.
3. Answers will vary. Even though we have dreams and set goals, unless we are willing fight to achieve them, events can get in the way.

Checkpoint Sample Answers

Sample answer: A short story tells about characters and events that the author has made up.
The climax

Before Reading 1

Text Genre

Short Story

"An Hour with Abuelo" is a **short story.** A short story is a work of fiction—a story that is not true. A short story usually focuses on one character or one main event. Short stories are usually read for enjoyment. Most short stories have a **plot.** The plot is the sequence of events in the story. As you read "An Hour with Abuelo," look for these plot elements.

Short Story	
introduction	presents the characters, the setting, and the main problem in the story
rising action	the events that lead up to the climax
climax	the turning point of the story
resolution	the conclusion or final result of the story



Meet the Author

Judith Ortiz Cofer was born in Puerto Rico in 1952. Because her father was in the U.S. Navy, her family moved to the United States. But they moved back to Puerto Rico several times. As the author grew up, her mother worked hard to help her hold on to her Puerto Rican roots. Today, the author writes poems, novels, and short stories. She often writes about her experiences growing up between two cultures.

Reading Focus Questions

As you read, think about these questions.

1. How does the story connect to the theme of "choices"?
2. What do you think was the author's purpose in writing "An Hour with Abuelo"?
3. Is it important to work to make your dreams come true? Why?

Checkpoint

1. Explain what a **short story** is in your own words.
2. Which **plot** element is the turning point of a story?

Workbook page 111

Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Help students think about identifying a purpose for reading. Draw a **Two-Column Chart** on the board.

Say: *Think of the things you read every day.* Fill in the first column with the different kinds of text students read. ***Ask:*** *Why do you read each of these things?* Fill in the purpose for reading each, such as, enjoyment, information, assignments, etc., in the second column.

Extension

Bring copies of the familiar short stories students named when they discussed Text Genre (above). Divide the class into small groups to read different stories. Have them identify the characters, setting, plot, and theme of each.

Reading 1
Literature

An Hour with Abuelo

by Judith Ortiz Cofer

"Just one hour, *una hora*, is all I'm asking of you, son." My grandfather is in a **nursing home** in Brooklyn, and my mother wants me to spend some time with him, since the doctors say that he doesn't have too long to go now. I don't have much time left of my summer vacation, and there's a stack of books next to my bed I've got to read if I'm going to get into the AP English class I want. I'm going stupid in some of my classes, and Mr. Williams, the principal at Central, said that if I passed some reading tests, he'd let me move up.

Reading Strategy

Ask Questions Ask a question about paragraph 1. As you continue to read, think about a possible answer.

Besides, I hate the place, the old people's home, especially the way it smells like industrial-strength **ammonia** and other stuff I won't mention, since it **turns my stomach.** And really the abuelo always has a lot of relatives visiting him, so I've gotten out of going there except at Christmas, when a whole vanload of grandchildren are herded over there to give him gifts and a hug. We all make it quick and spend the rest of the time in the recreation area, where they play checkers and stuff with some of the old people's games, and I catch up on back issues of *Modern Maturity*. I'm not picky, I'll read almost anything.



Anyway, after my mother **nags** me for about a week, I let her drive me to Golden Years. She drops me off in front. She squeezes my hand and says, "***Gracias, hijo,***" in a choked-up voice like I'm doing her a big favor.

Reading Check

1. **Recall facts** How does Arturo describe the nursing home?
2. **Recall facts** How did Arturo spend his time in past visits to the nursing home?
3. **Generalize** Are you surprised that Arturo's mom wants him to visit his grandfather? Why or why not?

nursing home place where sick or elderly people live and are cared for
ammonia strong smelling gas that when mixed with water is used for cleaning
turns my stomach makes me sick
nags bothers or annoys by asking several times
Gracias, hijo Thank you, son (Spanish)

Social Studies Connection

Map skills Have students use a map of the United States. Locate Brooklyn, New York, where the story takes place. Have them identify Puerto Rico. Have them use the map scale and a ruler to figure out how far Brooklyn is from Puerto Rico. Compare responses. (Brooklyn to Puerto Rico is approximately 1,608 miles.)

Language Transfer and Interference

Syntactical features of English Preview the contractions students will read in "An Hour with Abuelo." Write *I'm, doesn't, don't, there's, I've, won't, I'll* on the board. Explain that contractions join two words. The apostrophe takes the place of a letter in one of the words. Write the two-word configuration on the board next to each contraction. Have students practice using the contractions in sentences.

Read the Selection

- CD 2, Track 2 (optional)
- **Instructional Routine for Reading** page Txxvi
- **Teacher Resources:** English-Spanish Cognates/False Cognates
- **Preteach vocabulary** Tell students that the Key Vocabulary words are highlighted throughout the reading.
- **Break-in reading** Ask a student volunteer to begin reading aloud on page 145 as students follow along silently. When another student wants to read aloud, that student breaks in, and reads along with the first reader until the end of the sentence. The first reader stops reading, and the second reader continues reading aloud until another student breaks in.
- **Vocabulary development** Have students make a list of unknown words. Then have students look the words up in the dictionary.
- **Writing convention preview** Preview conjunctions by pointing out *and* in paragraph 1. Explain to students that the word *and* is a conjunction that connects two sentences: "My grandfather is in a nursing home. My mother wants me to spend some time with him."
- **Interpret the Image** Ask students who the person is in the picture. ***Ask:*** *What mood is he in?* (This person is the narrator. He looks unhappy or annoyed.)

Reading Fluency

CD Assisted Reading "An Hour with Abuelo," paragraphs 1–3

Reading Strategy

Ask questions Have pairs scan the story to find places in the text that tell how Arturo feels about going to see his grandfather. Have them write down what they find on a piece of paper.

Reading Strategy Answers

Ask questions *Sample questions and answers:* Why doesn't Arturo want to go to the nursing home? Arturo doesn't really want to go because he is studying for some reading tests. How does the nursing home make him feel? The nursing home makes him uncomfortable. Why does he finally decide to go? His mother insists until he agrees to go.

Reading Check Answers

1. He mentions the strong smell of the cleaning solutions.
2. Usually he gives his grandfather a quick hug and heads for the activity area to read.
3. No. His mother wants him to get to know his grandfather before he passes away.

Read the Selection

- **Prereading** Direct students' attention to dialogue in the passage. ***Say:*** *The characters sometimes use Spanish words and phrases. The Spanish words and phrases are explained in the text (the words before or after) or they are defined at the bottom of the page.*
- **Inquiry reading** Have students read silently for the specific purpose of finding the answers to the Reading Strategy questions.
- **Vocabulary development** Point out the boldfaced words in the text. Tell students that they should try to figure out the meaning of each word by looking for context clues.
- **Grammar preview** Have students reread paragraph 6 to find the sentences that have the words *but* and *because*. Tell students that these words are conjunctions that join together a phrase. Have students write an original sentence using the conjunctions *but* and *because*.
- **Spelling conventions preview** Tell students that commas are used before direct address. Point out, "What are you doing, Abuelo...." and "Si, how did you know, Arturo?" on page 146. Have students find the comma before the words *Abuelo* and *Arturo*.
- **Interpret the image** Have students look at the image of the older person sitting in a wheelchair. Ask them to suggest words to describe how the person in the photo might feel. (lonely, bored, sad)

Reading Strategy

Questions Have students think about things they observe when they go into a new place. They might notice what is on the walls, the sound or smell of the place. Have students think about Arturo in the nursing home. What questions would you like to ask him?

Reading Strategy Answers
Questions and answers will vary. Students may wonder why the old people are lined up in their wheelchairs. (Maybe they socialize in this way.) Students may ask why Arturo walks quickly to Abuelo's room. (He is unhappy about seeing people lined up in wheelchairs and wants to get away.)

Reading Strategy

Ask Questions Ask a question about paragraph 4. As you continue to read, think about a possible answer.

4 I get **depressed** the minute I walk into the place. They line up the old people in wheelchairs in the hallway as if they were about to be raced to the finish line by **orderlies** who don't even look at them when they push them here and there. I walk fast to room 10, Abuelo's "suite." He is sitting up in his bed writing with a pencil in one of those **old-fashioned** black hardback notebooks. It has the **outline** of the island of Puerto Rico on it. Since I'm supposed to talk to him, I say, "What are you doing, Abuelo, writing the story of your life?"

5 It's supposed to be a joke, but he answers, "Sí, how did you know, Arturo?"

6 His name is Arturo too. I was named after him. I don't really know my grandfather. His children, including my mother, came to New York and New Jersey (where I was born) and he stayed on the Island until my grandmother died. Then he got sick, and they brought him to this nursing home in Brooklyn. My mother tells me that **Don** Arturo had once been a teacher back in Puerto Rico, but had lost his job after the war. Then he became a farmer. She's always saying in a sad voice, "***Ay, bendito!*** What a waste of a fine mind." Then she usually shrugs her shoulders and says, "*Así es la vida.*" That's the way life is. It sometimes makes me mad that the adults I know just accept whatever is thrown at them because "that's the way things are." Not for me. I go after what I want.



orderlies workers who clean and do other chores in a hospital or a nursing home
outline outer shape of something
Don a term of respect used with male elders
Ay, bendito! Oh my gosh! (Spanish)

Differentiated Instruction • Reading Comprehension

Scaffolding

Draw students' attention to the word *depressed* in paragraph 4. Have students look for the clues that tell why Arturo is depressed. He describes the wheelchairs lined up. He describes orderlies who do not look at the residents. Have students think of what Arturo does that shows he is depressed. (walks quickly to Abuelo's room)

Extension

Have students think about what they know about Abuelo so far. Have them brainstorm what Abuelo could be writing about his life. Have students share with the group what they think he is writing and what clues led them to that conclusion.

7 Since I like stories, I decide I may as well ask him if he'll read me what he wrote. I look at my watch: I've already used up twenty minutes of the hour I promised my mother.

8 Abuelo starts talking in his slow way. "It is a short story, Arturo. The story of my life. It will not take very much time to read it."

9 "I have time, Abuelo." I'm a little **embarrassed** that he saw me looking at my watch.

10 Abuelo reads: "I loved words from the beginning of my life. In the ***campo*** where I was born one of seven sons, there were few books. My mother read them to us over and over: the Bible, stories of Spanish **conquistadors** and of pirates that she had read as a child and brought with her from the city of Mayagüez; that was before she married my father, a coffee bean farmer. She taught each of us how to write on **slate** with **chalks** that she ordered by mail every year. We used those chalks until they were so small that you lost them between your fingers.

Reading Strategy

Ask Questions Ask a question about paragraph 10. As you continue to read, think about a possible answer.



An old-fashioned slate

campo countryside (Spanish)
conquistadors leaders of the Spanish conquest of the Americas
slate a tablet to write on made from a gray rock cut into smooth flat pieces
chalks sticks made of soft white rock used for writing and marking

Reading Check

1. **Recall facts** What was Abuelo's job in Puerto Rico?
2. **Recall details** How did Abuelo learn to read and write?
3. **Analyze character** How does Arturo react when his mother talks about *"la vida"* or life?

Home Connection

Communicate by letter Have students write letters to a grandparent or an older relative. Tell them to write about what they have been doing in their lives. Have them ask about what their relative has been doing. Use the graphic organizer for a **Friendly Letter**. Discuss the parts of a letter students should include.

Language Transfer and Interference

Phonological features of English Spanish speakers can sometimes guess the meaning of English words easily since they share cognates. Explain that cognates have the same roots. For example, the word *minutes* in English and Spanish comes from *minuta*. This means "minute" in Latin. Speakers of Hmong, Vietnamese, Cantonese, and Korean may need further explanation of roots since their languages do not have similar root words.

Read the Selection

- **Map skills** Have students look up Mayagüez on a map. Remind students that it is a city in Puerto Rico.
- **Prereading** Pair students who might need more support with a more fluent reader and have them read simultaneously.
- **Vocabulary development** Draw students' attention to the phrase, "I loved words from the beginning of my life" in paragraph 10. ***Say:*** *When Abuelo says, "the beginning of my life" he doesn't really mean the moment he was born. He means when he was a child.*
- **Spelling preview** Write these word pairs on the board: *Bye/buy; write/right; mail/male; so/sew.* Tell students that one word from each of the pairs is found in the story. Ask partners to write a sentence with correct context for each word.
- **Interpret the image** ***Ask:*** *Do you think slates are useful in the classroom?* (Yes, we'd use less paper.) *Why don't we use them anymore?* (Sample: Newer technologies have replaced slate. Paper is cheaper.)

Reading Strategy

Ask questions Have students think about what they want to know about Abuelo's early life. Abuelo remembers the stories of Spanish conquistadors and his mother teaching them with slate and chalk. ***Ask:*** *What questions come to your mind as you read this paragraph?*

Reading Strategy Sample Answers
Questions and answers will vary. Why didn't Abuelo go to school? (He lived in the country and was educated by his mother. He learned to love reading that way.)

Reading Check Answers
1. Abuelo was a teacher for a while and then he became a farmer.
2. Abuelo's mother taught him to read by reading to him from the Bible and stories in the few books she had from her childhood. She taught him and his brothers to write on a slate using chalk.
3. Arturo becomes somewhat angry. He says it makes him mad when adults just accept whatever life throws at them.

Read the Selection

- **Teacher Resources:** Graphic Organizers: Two-Column Chart
- **Preteach vocabulary** Draw students' attention to the phrase *top of the class* in paragraph 11. Explain to students that "top of the class" means the person with the best grades.
- **Tapping reading** Begin reading aloud. As you continue to read, tap a student on the shoulder, who then joins you in reading aloud. Continue tapping students until as many students as possible have a chance to read.
- **Vocabulary development** Explain the compound word *classroom* in paragraph 12. *Say:* Classroom *is made up of two smaller words,* class *and* room. *A word that is made of two smaller words is called a compound word.*
- **Interpret the image** Have students look at the photo on this page. ***Ask:*** *What do you think the students are doing in this picture?* (They are in music class.) *What do you think the authors' purpose was in including this photo in the text?* (to help illustrate Abuelo's students putting on shows for the parents)

Reading Strategy

Ask Questions Read the question with students. *Ask: What information does Abuelo give in paragraph 12? Abuelo teaches in a little classroom. What questions do you want to ask Abuelo about that experience?*

Reading Strategy Answers
Questions and answers will vary. What does Abuelo's classroom look like? (a little classroom built by the walls of his students)

11 "I always wanted to be a writer and teacher. With my heart and my soul I knew that I wanted to be around books all of my life. And so, against the wishes of my father, who wanted all his sons to help him on the land, she sent me to high school in Mayagüez. I **boarded** with a couple she knew. I paid my rent in **labor**, and ate vegetables I grew myself. But I **graduated** at the top of my class! My whole family came to see me that day.

Reading Strategy
Ask Questions Ask a question about paragraph 12. As you continue to read, think about a possible answer.

12 "In those days you could teach in a country school with a high school **diploma**. So I went back to my mountain village and got a job teaching all grades in a little classroom built by the parents of my students.

13 "I had books sent to me by the government. I felt like a rich man although the pay was very small. I had books. All the books I wanted! I taught my students how to read poetry and plays, and how to write them. We made up songs and put on shows for the parents. It was a beautiful time for me.



"We made up songs and put on shows for the parents."

boarded paid rent to live and have meals in a private home
labor hard work
diploma official paper stating that one has completed a course of study

Differentiated Instruction • Reading Comprehension

Scaffolding

Say: *In paragraph 13, Abuelo says he felt like a rich man, even though he didn't get paid very much.* ***Ask:*** *Why did Abuelo feel rich?* (He felt rich because he had books. He loved teaching.) Have students think about what things besides money could make a person feel rich.

Extension

Have pairs make a **Two-Column Chart** about choices Abuelo made, and choices others made for Abuelo. Have pairs reread pages 148–149 together to complete their charts. Ask students to share their charts with the class.

14 "Then the war came, and the American President said that all Puerto Rican men would be **drafted.** I wrote to our governor and explained that I was the only teacher in the mountain village. I told him the children would go back to the fields and grow up **ignorant** if I could not teach them their letters. I said that I thought I was a better teacher than a soldier. The governor did not answer my letter. I went into the U.S. Army.

15 "I told my sergeant that I could be a teacher in the army. I could teach all the farm boys their letters so that they could read the instructions on the **ammunition** boxes and not blow themselves up. The sergeant said I was too smart for my own good, and gave me a job cleaning **latrines.** He said to me there is reading material for you there, scholar. Read the writing on the walls. I spent the war mopping floors and cleaning toilets.

16 "When I came back to the Island, things had changed. You had to have a **college degree** to teach school, even the lower grades. My parents were sick, two of my brothers had been killed in the war, and the others had stayed in Nueva York. I was the only one left to help the old people. I became a farmer. I married a good woman who gave me many good children. I taught them all how to read and write before they started school."

17 Abuelo then puts the notebook down on his lap and closes his eyes.

18 "*Así es la vida* is the title of my book," he says in a whisper, almost to himself. Maybe he's forgotten that I'm here.

Reading Strategy

Ask Questions Ask a question about paragraph 16. As you continue to read, think about a possible answer.



Reading Check

1. **Recall facts** What did Abuelo have to do to get a high school education?
2. **Recall details** How did his sergeant react when Abuelo asked to teach the other soldiers?
3. **Analyze character** How did Abuelo feel about teaching?

drafted required to serve in the military
ammunition bullets that can be fired from a gun or objects made to explode
latrines toilets, especially in the military
college degree title from a college or university indicating completion of a course of study

Arts Connection

Design a mural Have students create a mural to depict what Abuelo's country school looked like. Have them reread pages 148–149 carefully to find details to include in their murals. They should show Abuelo and his students in the classroom. Have students share their murals and explain them to the class.

Home Connection

Interpret a speaker's nonverbal messages Have students ask family members to describe their elementary school classrooms. If possible, have them bring in a photo of their family member as a young student. If not, have them draw a picture that illustrates what the person describes. Have students share their pictures and stories with the class.

Read the Selection

- **Build background** ***Say:*** *On this page, Abuelo talks about a war. He means World War II. The United States fought this war from 1941 to 1945.*
- **Teacher read aloud** Read page 149 aloud. Pause to check understanding and to identify unfamiliar words. (sergeant, governor, Nueva York)
- **Interpret the image** ***Ask:*** *How does this career differ from Abuelo's previous career?* (Before he was a teacher in a classroom; now he is in a field as a farmer, working outdoors.) *Ask students how they think Abuelo felt about not being able to be a teacher.* (Students should see that he was happier and more fulfilled as a teacher.)
- **Grammar preview** Direct students' attention to the second sentence in paragraph 15. Explain that the phrase "so that" is a conjunction that joins together clauses in this compound sentence.

Reading Strategy

Ask questions Help students think about Abuelo's life before and after the war. He was a teacher and he was single. Then he was a farmer with a wife and children. Ask students what they would ask Abuelo about that time.

Reading Strategy Answers
Questions and answers will vary. How did Abuelo feel about not being a teacher anymore? (Probably he felt disappointed, but settled with being a father and farmer.)

Reading Check Answers
1. Abuelo had to go against the wishes of his father. He boarded with a couple his mother knew in Mayagüez. He paid for his rent by working and grew his own food.
2. The sergeant thought Abuelo was showing off. He said, "You are too smart for your own good." Then he gives Abuelo the job of cleaning toilets and washing the floors.
3. Abuelo loved teaching. He used every opportunity he could to teach others.

Read the Selection

- **Preteach vocabulary** Draw students' attention to the term *hot-pink* in paragraph 20. Explain to students that the shoes worn by this character aren't really hot. The term *hot pink* means bright. Next, point out the phrase *huge metal bat* in paragraph 21. ***Say:*** *Sometimes the author will use analogies to make the writing seem more poetic or interesting. This refers to the wheelchair looking like a bat hanging from a tree.*
- **Interpret the images** Have students tell what they see in the images. Ask if these photos look like typical grandparents. ***Ask:*** *Do the people match the story?* (Yes, they are happy and energetic.)
- **Vocabulary development** ***Say:*** *Arturo uses the Spanish phrase "la vida" in the sentence in paragraph 19 "I'm not going to let la vida get in my way."* ***Ask:*** *What does la vida mean?* (life) *Why does Arturo use this phrasing instead of using the English translation?* (Arturo's view is that adults let life get in the way, and since the adults are Spanish speakers, he's using their phrase.)

Developing Fluency

Timed Reading "An Hour with Abuelo," paragraphs 21–25

Reading Strategy

Ask Questions Have students reread paragraph 20. Then have them tell what is happening in the paragraph. Ask them to think about what Arturo is thinking. Are there questions about Arturo they want to ask? Have them think about the lady in the hot-pink sneakers. What questions do they have about her?

Reading Strategy Answer
Questions and answers may vary.
Who is the lady in the hot-pink running shoes? (She is a girlfriend to Arturo's grandfather.)

Reading Strategy
Ask Questions Ask a question about paragraph 20. As you continue to read, think about a possible answer.

19 For a long time he doesn't say anything else. I think that he's sleeping, but then I see that he's watching me through half-closed **lids**, maybe waiting for my opinion of his writing. I'm trying to think of something nice to say. I liked it and all, but not the title. And I think that he could've been a teacher if he had wanted to bad enough. Nobody is going to stop me from doing what I want with my life. I'm not going to let *la vida* get in my way.

20 I want to discuss this with him, but the words are not coming into my head in Spanish just yet. I'm about to ask him why he didn keep fighting to make his dream come true, when an old lady in hot-pink running shoes sort of appears at the door. She calls out to my grandfather in a **flirty** voice, "Yoo-hoo, Arturo, remember what day this is? It's poetry-reading day in the **rec room**! You promised us you'd read your new one today."

21 I see my abuelo **perking up** almost immediately. He points to his wheelchair, which is hanging like a huge metal bat in the open closet. He makes it **obvious** that he wants me to get it. I put it together and with Mrs. Pink Running Shoes's help, we get him in i Then he says in a strong deep voice I hardly recognize, "Arturo, ge that notebook from the table, please."





lids eyelids, the folds of skin over a person's eyes
flirty inviting romantic interest
rec room an area for social activities
perking up becoming lively or happy

Differentiated Instruction • Reading Comprehension

Scaffolding

Have students reread the text on page 150 in pairs. Have pairs take turns reading. Then have pairs write down the sequence of events by making a **Three-Column Chart**. Have students label the chart *First*, *Next*, and *Last*. Then have students identify the main idea of each paragraph. Allow time for pairs to discuss their charts.

Extension

Have students identify the theme of choices in the plot. ***Say:*** *On this page, Arturo learns that he wants to ask his grandfather questions. He wants to talk about his own life with his abuelo.* Have students make a **Venn Diagram** to compare and contrast the choices Abuelo has made in his life, and the choices Arturo wants to make in his own life. Have students discuss their charts.

22 I hand him another map-of-the-Island notebook—this one is red. On it in big letters it says, **POEMAS DE ARTURO.**

23 I start to push him toward the rec room, but he shakes his finger at me.

24 "Arturo, look at your watch now. I believe your time is over." He gives me a **wicked** smile.

25 Then with her pushing the wheelchair—maybe a little too fast—they roll down the hall. He is already reading from his notebook, and she's making bird noises. I look at my watch and the hour is up, to the minute. I can't help but think that Abuelo has been timing me. It **cracks me up.** I walk slowly down the hall toward the sign. I want my mother to have to wait a little. I don't want her to think that I'm in a hurry or anything.

Reading Strategy

Ask Questions Ask a question about paragraph 24. As you continue to read, think about a possible answer.



Reading Check

1. **Recall facts** What makes Abuelo cheer up?
2. **Analyze** What does Arturo think of Abuelo's life story?
3. **Analyze character** Why does Arturo laugh at the end of the story?

Poemas de Arturo Arturo's Poems (Spanish)
wicked mischievous or playful
cracks me up makes me laugh

Writing Strategies

Exhibit careful reading through writing Have students create a "mock" poetry entry from Abuelo's notebook. Guide students to suggestions for writing. ***Say:*** *The poem does not have to rhyme, but it should be no more than three to four sentences. Think about what we know of Abuelo. What would he write about? Maybe he would write about family, or teaching.*

Reteach and Reassess

Evaluation and revision Explain to students that it is most important to get your ideas out first. Do not worry about grammar and spelling mistakes. Tell students that they may want to put their ideas on paper in their native languages first. Then they can go back and translate their ideas into English.

Read the Selection

- **Cooperative reading** Have students work in groups to read page 151. Divide the page into equal parts and have students take turns reading aloud.
- **Interpret the image** Direct students to the image on page 151. ***Ask:*** *What is happening in the picture?* (People are talking and laughing.) *Where do you think these people are?* (in a retirement home)
- **Mechanics preview** Draw students' attention to the dashes surrounding the phrase "maybe a little too fast" in the first sentence of paragraph 25. Explain that dashes show an additional thought, or emphasize a different thought. ***Say:*** *Arturo is watching Abuelo being pushed down the hall, and he adds the thought—maybe a little too fast—because this thought is in addition to what he is seeing.*
- **Writing conventions preview** Draw students' attention to the title of Abuelo's poetry book at the top of the page. Explain that Abuelo capitalized all the letters, and that these are bolded in the text, too, to show they are important. ***Say:*** *The title, "POEMAS DE ARTURO," is all capital letters. Abuelo wanted to write his title this way. Usually, only the first letter in each word is capitalized in English book titles.* They should also put titles in quotation marks.

Reading Strategy

Ask Questions Have students close their eyes and imagine the scene between Arturo and Abuelo. Have them think about Abuelo's wicked smile. Ask what questions they might ask Abuelo or Arturo about that scene.

Reading Strategy Answers
Questions and answers will vary. Why does his grandfather say "I believe your time is over" and then smile? (He too is looking forward to the end of the visit.)

Reading Check Answers
1. There is a poetry reading coming up. He likes to share his poetry.
2. Arturo enjoyed hearing the story. But he feels that Abuelo could have become a teacher if he had wanted to badly enough.
3. While Arturo was timing the time remaining for their visit so was Abuelo.

Apply the Reading Strategy

Ask Questions

Teacher Resources: Graphic Organizers: KWL Chart

Teach Have students think about the choices that Abuelo made in his life. ***Ask:*** *Would you have made the choices that Abuelo did? Do you think that Arturo would have made different choices?* (Yes, Arturo felt that his grandfather could have remained a teacher if he had wanted to.)

Sample Answers

do Arturo and Abuelo interact during the visit?
do Arturo's and Abuelo's opinions about differ?
talk to each other politely at first, but then ro gets interested when Abuelo tells his life Abuelo feels that many choices were made t. He is fine with that. Arturo feels that he will make his own choices no matter what.

demic Vocabulary

abulary for the Reading mprehension Questions

ictional Routine for Vocabulary
xxx

r Resources: Graphic Organizers: lary Log

Connections

lence *(corroboration, substantiation, ment, token)*
(backdrop, context, frame, ambiance)
students use **Word Webs** to understand word connections.

Explain that knowing these words will help students understand the Reading Comprehension Questions on page 153.

erstand Academic Vocabulary Read e explanations and sample sentences with students. Discuss the visual cues. ***Ask:*** *What kind of evidence is shown in the top picture?* (a fingerprint) *What setting is shown in the picture?* (Sherwood Forest)

Checkpoint Answers

facts that helps to prove or to support an argument
imple answer: The setting of this story is a nursing home.

After Reading 1

Apply the Reading Strategy

Ask Questions

Now that you have read "An Hour with Abuelo," you are ready to complete the Reading Strategy chart.

1. Review the **Reading Strategy** on page 143.
2. Look at the list of questions that you wrote down in the My Question column of the chart.
3. Now, answer the questions in the column "The Answer I Found" using what you remember about the story.

My Question	The Answer I Found
Is Arturo's grandfather looking forward to his visit?	

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
evidence *noun*	words, objects, or facts that help someone find the truth	Criminals often leave behind fingerprint **evidence** at the scene of a crime.	
setting *noun*	the time and place where the events of a story take place	The **setting** of the Robin Hood stories is Sherwood Forest.	

Draw a picture and write a sentence for each word.

Checkpoint

1. Explain in your own words what **evidence** means.
2. What is the **setting** of "An Hour with Abuelo"?

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Give students extra support by allowing them to work with partners. Have them go back and search through the text for answers.

Extension

Ask students to think about how Arturo's view of his Abuelo changed during the story. Challenge students to write a sequel to the story telling what would happen on Arturo's next visit

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** What does Arturo's mother want him to do?
2. **Understand setting** Use Key Vocabulary words to describe the **setting** of the story. Why doesn't Arturo want to go there?
3. **Recall details** What events lead to Abuelo becoming a farmer? Write them in order.
4. **Describe** Tell what the main problem, or conflict, in the story is. Then tell how it is resolved. Use Key Vocabulary words.
5. **Evaluate evidence** Do you think Abuelo fails or succeeds in achieving his goals?
6. **Analyze character** How does Arturo's attitude change from the beginning to the end of this story?
7. **Revisit the Reading Focus Questions** Go back to page 144 and discuss the questions.


Workbook page 112


Independent Practice CD-ROM/Online

Literary Element

Plot

The **plot** is made up of the **introduction**, the **rising action**, the **climax**, and the **resolution**. Go back to page 144 to reread the description of each plot element.

Copy this diagram into your notebook. Look at the reading again with a partner. Read the following sentences from the story. Place these events in the correct box of the diagram.

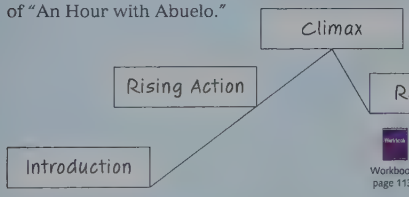
a. Since I like stories, I decide I may as well ask him if he'll read me what he wrote. ... Abuelo starts talking in his slow way. "It is a short story, Arturo. The story of my life."

b. "Yoo-hoo, Arturo, remember what day this is? It's poetry-reading day in the rec room!"

c. My grandfather is in a nursing home in Brooklyn, and my mother wants me to spend some time with him.

d. I look at my watch and the hour is up, to the minute. I can't help but think that Abuelo has been timing me. It cracks me up.

Discuss these events with your partner. Try to identify the **introduction**, the **rising action**, the **climax**, and the **resolution** of "An Hour with Abuelo."



Workbook page 113


Independent Practice CD-ROM/Online

Checkpoint What order do plot elements follow?

Reteach and Reassess

Read aloud Give students additional opportunities to practice asking questions by pairing students together and having them reread the story. Students should read one paragraph at a time. Have each student ask a comprehension question for the other to answer.

Grouping Strategies

Text genre: short story Have students list and define the features of a short story (character, setting, plot, theme). Prompt students with questions if necessary. Have students give who? what? where? questions about "An Hour with Abuelo."

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. She wants him to spend some time with his grandfather.
2. The setting of story is the nursing home in Brooklyn, where Arturo's grandfather is staying. Arturo finds it depressing. Arturo would also rather study for some tests.

"Think and Search"

3. When the war came, Abuelo joined the army. When he returned his village after the war, he found that he needed a college degree to teach. His brothers had been killed in the war and his parents were sick so he became a farmer.

"Author and You"

4. The main conflict is that Arturo does not want to visit his grandfather. He wants to study so he can **graduate** with honors. Also, the nursing home makes him feel **depressed**. But as he listens to Abuelo's story, it is **obvious** that he is starting to be interested in his grandfather's life. By the end of the story, he has enjoyed the visit and learned some important lessons.

"On Your Own"

5. Answers will vary. Abuelo's goal was to become a teacher and a writer. Most will probably say that he did not really fail. He taught the children in his mountain village. He taught his own children to read, and teaches his grandson some valuable life lessons. He shares the poetry he writes with the people in the nursing home where he now lives.
6. In the beginning, Arturo is reluctant to take time from his studies. But later he finds that he is interested in hearing Abuelo's story.

Revisit the Reading Focus Questions

7. See sample answers on page 144.

Literary Element

Plot

Preteach vocabulary Define and discuss the four plot stages with students. ***Say:*** *The introduction is where you learn about the characters and setting. The action begins and the problem is introduced. The rising action shows the characters looking for a way to solve the problem. The climax of the story is when the problem is solved. Then the resolution tells what happened after the problem was solved.* Have students identify each plot stage of "An Hour with Abuelo."

Reading Fluency

Repeated Reading Literary Element

Literary Element Answers
Students should place the plot events in the chart in this order: c in the Introduction box; a, in the Rising Action Box; b in the Climax box; and d in the Resolution box.

Checkpoint Sample Answers
Chronological order.

Bridging Readings 1 and 2

About the Reading

Connect Readings 1 and 2 ***Say:*** *Abuelo made choices in his life. Now we will read about animals and choices.* ***Ask:*** *Do you think animals can make choices? Why or why not?* Have students write their answers. Then have students discuss their opinions with the class.

Build Background

Behavior

- **Preteach vocabulary** Write the following words on the board: *behavior, automatic, nervous system, instinct.* Have students look up the words in the dictionary. Then have volunteers explain their meanings to the group.
- **Explain** Explain the term *learned behavior* and *instinctive behavior* to students. ***Say:*** *Instinctive behaviors are built-in. For example, scratching an itch on your arm is instinctive. An example of learned behavior is learning to look both ways before you cross the street.*

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Additional Routine for Vocabulary
xx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

experiment *(analysis, examination, probe, research, study)*
innate *(essential, inborn, inbred, standard, typical)*
measure *(calculate, judge, figure)*
random *(chance, unplanned, accidental, aimless)*

Have students use **Word Webs** to understand word connections.

Checkpoint Sample Answers
Newborn babies cry, yawn, stretch, curl their hands and feet, and nuzzle.

Before Reading 2

It's a Math World for Animals

About the Reading

In "An Hour with Abuelo," Arturo learns about the choices that his grandfather made in his life. In the article you are about to read you will learn that animals can make some surprising choices of their own.

Build Background



Behavior

Why do babies cry? Why do dogs dig? Crying and digging are behaviors. Scientists usually divide behaviors into two types. Behaviors that seem to be automatic, or don't have to be learned, are instinctive behaviors. Behaviors that change as a result of experience are learned behaviors.

Babies don't have to learn to cry. Dogs don't have to learn to dig. These behaviors are part of a baby's and a dog's instinct. They are "built into" their nervous systems. Just as a computer does certain tasks automatically, humans and animals do some things automatically, too.

Other behaviors are learned by people and animals. You were not born knowing how to read or write. These skills come to us after we practice and repeat them many times.

Can you think of some other examples of humans' instinctive and learned behaviors?

Key Vocabulary

- experiment
- innate
- measure
- random

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Read each sentence below. Then, with a partner, use the context clues to determine the meaning of each **highlighted** word.

1. We did an **experiment** with plant seeds. We planted one seed in the dark and one in the sun. We learned that the seed in the sun grew better than the one in the dark.
2. The three-year-old child has an **innate** ability to play the piano; she has never taken piano lessons, but she plays perfectly.
3. The wire looks about 3 inches long, but you will need to **measure** it with a ruler to find its exact length.
4. My MP3 player plays songs in a **random** order, so I never know what the next song will be.

Checkpoint
Think of newborn babies. Make a list of their **innate** behaviors.

Vocabulary Log | Workbook page 114 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Help students identify context clues that support the meaning of Key Vocabulary. Reread the sentences for the Key Vocabulary words. ***Say:*** *In sentence 2, the vocabulary word is innate.* Guide students to context clues for the word *innate.* (three-year-old, ability, never taken piano lesson) Use a similar procedure with the remaining sentences.

Extension

Have pairs write down the Key Vocabulary words. Then have pairs recopy the sentences, replacing the vocabulary words with a blank. Have pairs switch their papers and fill in the blanks in the other pair's sentences. Each pair will complete the other group's sentences.

Reading Strategy

Draw Conclusions

You can draw conclusions from the clues given in a reading and from your own experiences. For example, if a character in a story is wearing gloves and a scarf, you can conclude from your own experience that the weather is probably very cold. Drawing conclusions helps you to gather information as you read and to better understand the author's purpose.

1. Read "It's a Math World for Animals." After each section of the story, think about the clues that the author has given you.
2. Ask yourself whether any of these clues, together with your own knowledge and experience, can help you to draw any conclusions about the topic.

Text Genre

Informational Text: Internet Article

Like most articles, an **Internet article** can address a single topic and often develops that idea using one or more of the features identified below.

Internet Article	
interviews	conversations in which one person asks questions, and another person answers
quotes	exact statements made by a person, enclosed by quotation marks
supporting material	evidence that proves statements are correct

Meet the Author



Emily Sohn writes news stories about science. Her stories have appeared in many newspapers and magazines. In college, she assisted with research on seals, led other students on backpacking trips, and studied coral reefs.

Reading Focus Questions

As you read, think about these questions.

1. How does this reading connect to the theme of "choices"?
2. What do you think was the author's purpose in writing about animals and math?
3. How do you think animals are helped by math concepts?

Checkpoint

How does drawing conclusions help you to understand a reading better?

Math Connection

Define and clarify Have students name tools we measure with. Remind them that we can measure *length, volume, temperature, weight,* etc. Have them work in groups to brainstorm their lists. Then have the class pool their lists for a classroom poster.

Science Connection

Relate to personal experience Have students track their behaviors in a week-long journal. Students should make separate entries for their learned behaviors and their instinctive behaviors in the journal. If they like, have students share some of their journal entries with the class and discuss.

Unit 3 • Chapter 1 Before Reading 2

Reading Strategy

Draw Conclusions

Apply reading strategies: ***Say:*** *You draw conclusions when you read. You use clues from the reading and from what you already know. Think about driving a car. Draw a conclusion: Is that a learned behavior, or an instinctual behavior?* (learned) *Why?* (Because we aren't born knowing how to drive a car.)

Text Genre

Informational Text: Internet Article

- **Preteach** Articles are written to inform. You can find them in newspapers, in magazines, and on the Internet. "It's a Math World for Animals" is an informational article. The author wrote it to teach or inform us about how math is used by animals.
- **Identify text features** Flip through the article with students. Point out headings, subheadings and bolded words throughout the text. Explain that these help them to understand the article.

Reading Fluency

Choral Reading Text Genre

Meet the Author

Emily Sohn

Explain author background Emily Sohn is a science writer. She writes science articles for newspapers and magazines. She especially likes writing for young people. Her articles about everything from dinosaurs to astronomy to nutrition can also be found on the Internet.

Reading Focus Questions

- **Preteach** Explain to students that they should think about the Reading Focus Questions as they read "It's a Math World for Animals." They will revisit the questions after reading the selection.
- **Make inferences** Have students think about what the connection between animals and math could be.

Reading Focus Questions Sample Answers

1. Animals are able to make choices based on their instincts.
2. The author wants to inform the reader by showing how an animal's behavior can be shaped by their choices.
3. Using math concepts can help animals to survive.

Checkpoint Sample Answer

It better helps me understand a reading, because I draw on knowledge I know and use things the author hasn't told me, to figure out what the text is about.

Read the Selection

- CD 2, Track 3 (optional)
- **Instructional Routine for Reading** page Txxvi
- **Teacher Resources:** English-Spanish Cognates/False Cognates
- **Preteach vocabulary** Point out the subhead "A Fetching Dog." Tell students that *fetch* means *to go and bring back.*
- **Prereading** Read the title of the article, "It's A Math World for Animals." ***Ask:*** *What can this title mean? Do you think that animals solve math problems the way people do?* (no)
- **Echo reading** The text in the article is academic and contains mathematical concepts. Many students might not have familiarity with reading this type of text. Read the text with the students in an echo format.
- **Grammar preview** Point out the transition words and expressions "from" in paragraph 2 and "for instance" in paragraph 4. Explain that both of these expressions are ways to connect sentences and ideas.
- **Vocabulary development** Explain the phrase "unlikely creatures." ***Say:*** *When the text says, 'unlikely creatures,' it means animals that you do not normally think of doing math.*
- **Interpret the image** Have students look at the photo on the page. ***Ask:*** *What is this picture of?* (a dog in the water carrying a ball) *What does this picture show about math?* (The dog must judge distance to get the ball. It is using several math ideas.)

Reading Fluency

Assisted Reading "It's a Math World for Animals," paragraphs 4–9

Reading Strategy

Teacher modeling Model the Reading Strategy for students. ***Say:*** *As I read, I can take what I know and what I read, and then draw conclusions about what is going on.* ***Say:*** *Most students learn math in a classroom. The author might think that it might be fun to see how animals do math.*

Sample Answer
The author may think that many people are interested in and like animals, so learning about "animal math" can make learning math more enjoyable.

Reading 2
Content
Math

It's a Math World for Animals

by Emily Sohn



1 Birds do it. Dogs do it. Even **salamanders** do it.

2 The ability to solve math problems is showing up in all sorts of unlikely creatures. From monkeys who know the difference between 2 and 3 to dogs who can **calculate** the fastest **route,** animal **mathematicians** are teaching scientists a few things about numbers.

3 A growing body of research suggests that nature probably discovered math long before people did. Studies of animal mathematicians might help explain how people learn to add, subtract, and multiply and indicate what types of math people can d without going to class. Watching animals solve problems could also make math more fun for people who say they don't like the subject.

Reading Strategy
Draw Conclusions
Why does the author state that watching animals solve problems can make math more fun for people? Explain your answer.

A Fetching Dog

4 Mathematician Tim Pennings, for instance, was at the beach when he discovered that his dog Elvis could do a type of math called **calculus.**

5 "I would throw a ball into the water," Pennings says. "I noticed he'd run along the beach and then jump into the water and swim a an angle toward the ball."

salamanders a kind of lizard
calculate determine an answer by using mathematical processes
route path
mathematicians those who are skilled at using mathematics
calculus method of mathematical analysis

Differentiated Instruction • Reading Comprehension

Scaffolding
Review fact and opinion with students. ***Say:*** *Facts are true and can be proven.Opinions are thoughts or feelings. They cannot be proven true or untrue.* Remind students to think about proving the ideas they read. This will help them sort fact from opinion.

Extension
Have students think about the math that they do every day. This could include calculating how to jump over a puddle or figuring out how many books they can carry. Then have them think of similar ways that animals might do math. Have students report their thoughts to the class.

6 That's a good strategy. Swimming is slow compared with running, so swimming all the way to the ball would take longer even if the route is more direct. On the other hand, running along the beach adds to the total distance Elvis must go to get to the ball. The best bet is a compromise between the two—running a certain distance along the beach before **plunging** into the water.

7 Pennings wondered if Elvis was instinctively taking the fastest possible route to the ball. First, he **measured** how fast Elvis runs and swims. Then, he threw a tennis ball into the water and let the little **Welsh corgi** go.

8 "I ran after Elvis with a screwdriver," says Pennings, who works at Hope College in Holland, Michigan. "Where he turned toward the water, I **drove** a screwdriver into the sand. While he was swimming to the ball, I ran and grabbed a **tape measure** and beat him to the ball."

9 Man and dog ran back and forth like this for more than 3 hours. After throwing out **trials** with bad tosses or high waves, Pennings had 35 sets of measurements. Then, he went home and did some calculations, using calculus to find the fastest route.

Reading Strategy

Draw Conclusions Why were there so many sets of measurements made? Explain your answer.



A Welsh corgi

plunging forcefully jumping or falling into something (usually water)
Welsh corgi breed of dog with a long body, short legs, and a fox-like head
drove forced something in
tape measure long, flexible ruler made of cloth or metal and used for measuring
trials experiments, attempts

Reading Check

1. **Recall facts** What kind of math does Tim Pennings think his dog can do?
2. **Predict** Will Pennings find out that Elvis performed almost perfectly, pretty well, or not well at all? Check your prediction on the next page.

Writing Strategies

English language conventions in English, quotations marks surround a speaker's words. In other languages, different marks are used, such as — (dash) or <</>>. Explain the function of the quotation marks to students. ***Say:*** *Quotation marks show exactly what someone in the text is saying.*

Language Transfer and Interference

Sound transfer This article has numerous words containing the consonant diagraphs */sh/*, */ch/*, and */th/*. This may be difficult for some students. For */ch/* the tongue is pushed against the roof of the mouth; for */sh/*, it's lowered. Practice with the words chair/share and chew/shoe. The */th/* sound will be difficult to pronounce for some speakers. Tell students to place their tongues between their teeth for the voiceless */th/*, and "scrape" their teeth with their tongue for the voiced */th/*. Practice with the words *think/those* and *teeth/bathe*.

Unit 3 • Chapter 1 Reading 2: Content

Read the Selection

- **Use figurative language** Explain that the phrase "best bet" in paragraph 6 means the best choice.
- **Echo reading** The text in the article is academic and contains mathematical concepts. Many students might not have familiarity with reading this type of text. Read the text with the students in an echo format.
- **Interpret the image** Have students look at the photo on page 157. Direct students' attention to the glossary definition at the bottom of the page for the dog in the picture. Have students read the definition. Then discuss whether this dog would have good math instincts. Have them share reasons for their opinions.
- **Spelling preview** Write the following word pairs on the board: *to/two; high/hi; for/four; some/sum*. Tell students that at least one word from each of the pairs is found in the article. Ask pairs to write a sentence for each word in the correct context.

Reading Strategy

Use prior knowledge Have pairs reread page 157 and think about the number of measurements that were made. Have students think about times that they have checked and rechecked something. Have students draw conclusions based on their prior knowledge and information from the text.

Reading Strategy Sample Answers
Pennings had to take many measurements in order to test his theory. If he had only taken one measurement, there could have been a mistake, or the result could have been a fluke. By taking many, he could show that the results were repeated and consistent.

Reading Check Answers
1. Tim thinks his dog can do calculus.
2. Answers will vary. Students will make some kind of prediction about how the dog performed. (He will find that the dog performed almost perfectly.)

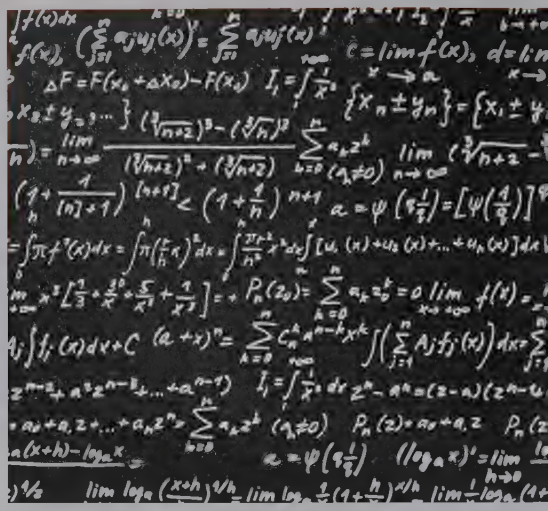
Read the Selection

- **Prereading** Direct students' attention to the subheading *Number Sense*. ***Say:*** *The term number sense means an intuitive, or natural ability to understand numbers and math.*
- **Echo reading** The text in the article is academic and contains mathematical concepts. Many students might not have familiarity with reading this type of text. Read the text with the students in an echo format.
- **Interpret the image** Direct students' attention to the image at the top of page 158. ***Say:*** *This doesn't look like everyday math, does it? This is a complicated kind of math called calculus. Tim Pennings thinks his dog does calculus intuitively.*
- **Vocabulary development** Point out to students the words *3-year-old, follow-up,* and *far-fetched*. Explain to students that these words are hyphenated compound words. Remind students that compound words are made up of two separate words. In hyphenated compound words, they are joined with a hyphen.

Reading Strategy

- **Determine meaning of unknown words** Define the words *feeling, intelligence,* and *impression* before asking students to answer the Reading Strategy question. Have them substitute each definition in the subheading to see which fits best.

Reading Strategy Answers
Sentence is the closest definition for the word in the heading.



10 "I did all the math," Pennings says, "and I figured out that when Elvis jumps in is pretty much perfect. He kind of naturally knows the right spot to jump in."

11 It took the grown man about an hour to come up with the same solution that the 3-year-old dog could figure out in a **fraction** of a second. But is the dog really doing the math?

12 "Elvis is doing calculus in the sense that he somehow knows how to find the **minimum** time to get to the ball," Pennings says.

13 One interesting follow-up study would be to do a similar **experiment** with people of different ages, Pennings says. Results might show an **innate** ability to do math that gets better or worse as people grow up and go to school.

Reading Strategy
Draw Conclusions
The word "sense" can mean "feeling," "intelligence," or "impression." Which does it mean in this heading?

Number Sense

14 Studying math skills in dogs to understand math in people might not be such a **far-fetched** idea. In fact, some research is showing that babies and animals actually have a lot in common when it comes to numbers.

fraction section or part of a complete unit
minimum least amount needed
far-fetched foolish or unlikely to occur

Differentiated Instruction • Reading Comprehension

Scaffolding
Look back at pages 156–158 with students. Discuss how the text is broken up with subheadings. Explain that the subheadings separate different kinds of information. Talk about the meanings of the subheadings, and if the phrases can have more than one meaning.

Extension
Direct students' attention to paragraph 13. Have students reread the paragraph. Then have students write a paragraph about what the follow-up study would say. Have student volunteers discuss their thoughts and position on the outcome.

15 Most animal math research has focused on **primates**. To test whether a monkey can tell the difference between numbers of objects, scientists **measure** how long an animal looks at things. A monkey will look longer at something that doesn't match what it expects to see.

16 Using this technique, researchers have shown that monkeys can add and subtract small numbers of objects. If they are shown one apple slice and then another, for example, they know there should be a total of two. They will then look for a longer time at a pile of three or one than at a pile of two.

17 Likewise, 12-month-old babies look longer at a bigger pile of sugar cookies. Even though they can't talk or count, the babies seem to know how to go for more.

18 Most interesting of all, says **cognitive** scientist Claudia Uller, is that those skills fall apart at about the same number in both monkeys and babies.

19 "It's so incredible," says Uller, who is at the University of Louisiana at Lafayette. "It breaks down at around four. If you give babies two or three, they'll go for three. At three versus four, their choices are **random**. At four versus six, they're **random**." The same is true for monkeys and **tamarins**.

Reading Strategy

Draw Conclusions Why would a 12-month-old baby look longer at a bigger pile of sugar cookies?



Reading Check

1. **Recall facts** How long did it take Pennings to come up with the solution? How long did it take Elvis to do this?
2. **Explain** When the researcher says that "it breaks down at around four," what does she mean?
3. **Make inferences** Why does the author provide information about human babies in an article about animals?

primates mammals such as gorillas, chimpanzees, and monkeys
cognitive related to brain activity, such as thinking, reasoning, or remembering
tamarins small monkeys that are found in South America

Unit 3 • Chapter 1 Reading 2: Content

Read the Selection

- **Preteach vocabulary** Have pairs look up the following words in the thesaurus and dictionary and then share their answers with the group: *objects, technique, focused, expects, versus.*
- **Echo reading** The text in the article is academic and contains mathematical concepts. Many students might not have familiarity with reading this type of text. Read the text with the students in an echo format.
- **Interpret the image** Have students look at the photo on page 159. Ask students why they think there is a photo of cookies on the page. ***Ask:*** *What kind of math could you do with a plate of cookies?* (counting, measuring, weighing)
- **Grammar preview** Point out the transition words *for example* (paragraph 16). Explain that this transition is a way to connect sentences and ideas.
- **Spelling preview** Write the following words on the board: *they're, their,* and *there.* Review the meaning of each with students. Practice by giving them sentences that contain each word.

Reading Strategy

Draw Conclusions Have students reread paragraph 17. Ask them if they would look longer at a bigger plate of cookies. Have them think of reasons that babies would do that.

Reading Strategy Answer
Babies seem to know the difference in the sizes and numbers of objects.

Reading Check Answers
1. It took Pennings about an hour. His dog knew how to jump in almost immediately
2. The research suggests that a baby can tell the difference between two and three, but not between three and four
3. Because it is interesting that a monkey can do the same thing as a one-year-old baby.

Math Connection

Define and clarify Have students research the origin of the word *calculus.* Ask them for other words that share the same root word. (calculate, calculator) Have them decide if all of the words with this root have to do with math.

Math Connection

Graphic organizer Have students conduct an experiment. Ask small groups to create two sets of items to count. For example, beans in jars, or dots on a page, Have them make sure that one set is slightly more than the other. Have individual students look at both sets for two, five, or ten seconds. Then have them tell which set has more. Have students chart the correct and incorrect responses and share them with the class on a **Three-Column Chart** (item/time to look/response). Have them tell how time affected the outcomes.

Read the Selection

- **Preteach vocabulary** Write the following words on the board: *distinguish, survival, amazingly, recognizing, fearsome, system.* Have students choose a word and race to find its meaning first in a dictionary.
- **Echo reading** The text in the article is academic and contains mathematical concepts. Many students might not have familiarity with reading this type of text. Read the text with the students in an echo format.
- **Interpret the image** Direct students' attention to the image at the bottom of page 160. *Say: The salamander may look like a snake. It is actually more like a frog. It is an amphibian, an animal that lives in water and on land.* Have students discuss how salamanders might need math skills.

Reading Strategy

Conclusions Have students reread paragraphs 21–22. Discuss what Uller found out about salamanders and fruit flies. Discuss why this information might be useful to scientists and also useful to the animals.

Reading Strategy Answers
Scientists could compare Uller's research findings for fruit flies and salamanders with their own research to see if similar results are achieved.

20 Uller wanted to try the same **experiment** with a completely different kind of animal: salamanders. Amazingly, she found the same results.

21 When shown **test tubes** holding different numbers of live fruit flies, red-backed salamanders looked at the tube that held more. But only up to a certain point. Just as in babies and monkeys, the system seemed to break down around four. Uller published her results recently in the **journal** *Animal Cognition*.

Reading Strategy
Draw Conclusions
How could Claudia Uller's research be helpful to scientists studying fruit flies?

22 Her study is the first example that an animal other than a primate might be able to distinguish between more and less. Another scientist is now looking for the same **phenomenon** in fruit flies, Uller says. Further research could help explain the **biology** behind basic math skills.

23 A widespread use of math in nature makes sense, experts say, considering the **challenges** to survival in the wild. By recognizing which bush offers more berries, for instance, or which pack of lions is more fearsome, an animal might improve its own chances of survival. The same was probably true for our **ancestors**.

24 So, maybe math is more than just a grade on your report card. At some point, your life might depend on it!



A red-backed salamander

test tubes hollow cylinders made of glass or plastic used for experiments
journal publication made up of articles, usually with a scholarly or academic focus
phenomenon an occurrence that is often not easily understood
biology science of living things and how they work
challenges difficulties or obstacles
ancestors relatives or forbears from an earlier time

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding
Copy the comparison chart on page 161 on the board. Turn back to pages 144 and 155 with students and have students scan to recall the genre of each reading. (page 144: short story; page 155: information text: article) Review the characteristics and features of each genre with students. Have students identify answers for the remaining three columns in pairs.

Extension
Have pairs think about the choices that were made in "An Hour with Abuelo" and "It's a Math World for Animals." Ask them to list the choices that they read about in both pieces. ("An Hour with Abuelo": deciding to go see Abuelo, Abuelo becoming a teacher; "It's a Math World for Animals": the dog deciding how to get the ball out of the water; the babies staring at the bigger pile of cookies)

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** Claudia Uller's research on primates and salamanders has led to similar studies on what insects?
2. **Draw conclusions** Why do scientists find out how long animals look at things? Use a Key Vocabulary term in your answer.
3. **Evaluate** Do the research findings presented convince you that animals and other creatures may have mathematic skills? Explain your answer with examples from the reading.
4. **Summarize** Choose Tim Pennings or Claudia Uller and describe how he or she studied animal behavior and mathematic skills.
5. **Revisit the Reading Focus Questions** Go back to page 155 and discuss the questions.


Workbook page 117


Independent Practice CD-ROM/Online

Spelling

Present Participles


Workbook page 118


Independent Practice CD-ROM/Online

Writing Conventions

Punctuation: Commas


Workbook page 119


Independent Practice CD-ROM/Online

Connect Readings 1 and 2

You have read two readings on the theme of choices. Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the text genre?	Is it fiction or nonfiction?	Which reading uses plot elements?	Which reading was more interesting to you? Why?
An Hour with Abuelo				
It's a Math World for Animals				

2. With a partner, ask and answer these questions.
   a. In "It's a Math World for Animals," animals make mathematically influenced choices. In "An Hour with Abuelo," characters make choices about their education and jobs. Think of examples of each kind of choice. Compare the reasons for each. How are they alike and different?
   b. Compare the use of numbers in the two readings. Are exact numbers equally important in both? Explain.
3. **Revisit the Chapter Focus Question** What kinds of choices are we faced with in our daily lives? Use examples from the two readings to answer this question.

Grouping Strategies

Opportunities for practice Small groups (three to four students) can facilitate student work. Each group member brings his or her thoughts and opinions to the discussion. Hearing everyone's input helps student understandings of the selections. Students may need to rearrange desks or change seats to work in groups.

Reteach and Reassess

Draw conclusions Review the reading strategy. Draw conclusions. ***Say:*** *Writers tell us information about characters and events. But we need to use clues from the story or informational text to draw some conclusions about the text.* Have students work in pairs to look for clues that tell how Arturo feels about Abuelo at the end of the story.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. Fruit flies.

"Think and Search"
2. Answers will vary. Scientists perform **experiments** observing how long animals look at different quantities of things to determine whether they have an **innate** ability to count.

"Author and You"
3. Answers will vary. Students will tell their opinions and give examples from the text that explain why.

"On Your Own"
4. Answers will vary, but should show an understanding of the procedure followed by their chosen person.

Revisit the Reading Focus Questions
5. See sample answers on page 155.

Spelling

See Workbook page 118 for activities about present participles.

Writing Conventions

See Workbook page 119 for activities about commas.

Connect Readings 1 and 2

Preview This activity guides students to see the relevance between readings from two different genres on the same theme.

Answers

1. "An Hour with Abuelo": Genre: Short Story; Fiction; Plot elements: Yes; Answers to the opinion question will vary. "It's a Math World for Animals": Genre: Online article; Nonfiction; Plot elements: No; Answers to the opinion question will vary.
2. a. Sample answer: The author of "It's a Math World for Animals" argues that the animals make choices mainly for survival. Many of Abuelo's choices were also made to survive. When he could no longer make a living as a teacher, he decided to become a farmer. People can also make choices to learn more about something that interests them.
   b. Sample answer: Yes. Arturo uses numbers to find Abuelo's room and to time his visit. The exact timing of the visit is part of the joke the author shares with her readers in the story. This makes it an important part of the story. The author of the math article needs exact numbers more because it's an informational text dealing with math. Calculations are important to prove her ideas and support her arguments.
3. Sample answer: We are faced with both easy and difficult choices. Arturo makes choices about studying to get into AP courses, his visit with Abuelo, and how to interact with him. The dog named Elvis makes instinctive choices about what the fastest route is.

Listening and Speaking

Tell a Story

- **Instructional Routine for Listening and Speaking** page Txlii
- **Teacher Resources:** Rubrics: Rubric for Speaking Assesment
- **Vocabulary review** Remind students to use Key Vocabulary words in their story wherever possible.
- **Listening and speaking strategies** Remind students to make eye contact when asking questions and to pause when waiting for a response. Also remind students that the speaker's voice goes up at the end of "yes/no" questions in English.

Phrases for Conversation

...ting to a story ***Say:*** *When working in pairs to edit, it is important to tell your partner more than just whether or not the writing is good or bad. You need to give them examples.* Have students read the Phrases for Conversation box. Tell students to use these phrases as they work in pairs.

...ading Fluency

...d Reading Listening and Speaking

...ading Fluency

Read Aloud with Emotion

- **...uctional Routine for Reading Fluency** Txxviii
- **...cher Resources:** Rubrics: for Oral ...ding Fluency
- **...ad aloud with appropriate emotion** Make copies of pages 147–149. Students will use Abuelo's words from his notebook on those pages. Ask them to read the selection with emotion, pretending that they were experiencing what Abuelo experienced. Before students read the section, do an echo reading with students, modeling appropriate pacing, intonation, and expression. After reading the selection, ask students to discuss if reading the text with emotion made them think about the story differently.

After Readings 1 and 2

Listening and Speaking

Tell a Story

The main character in "An Hour with Abuelo" learns somethin about himself when he spends time with his grandfather. Has another person ever taught you something about yourself? Tell a story about it. Work with a partner to practice telling your story.

1. Think of a time when a person taught you something about yourself.
2. Write the answers to these questions on note cards.
   a. Who was the person?
   b. What did the person teach you?
   c. How did you feel when you learned something new about yourself?
3. Use your note cards to help you tell your story to your partner. As listeners, you each should:
   a. listen carefully to your partner's story
   b. make inferences about what your partner learned, and ask questions to understand better what happens in your partner's story
   c. tell your partner what you like about the story. Then give suggestions about how your partner might improve the stor
4. Use your partner's feedback to improve your story. Tell your story to the class.

Phrases for Conversation

Reacting to a Story

That part of your story isn't clear to me.
Try moving that part to . . . (the beginnng, the middle, the end).
Maybe you could add some detail about . . . (the person, the setting, your feelings).
Do you think this part is . . . (too long, not necessary)?
I think your story is a little too . . . (long, short).

Reading Fluency

Read Aloud with Emotion

Identifying emotions in a text and reading aloud with appropriate expression helps you to read more naturally and fluently.

1. First, read silently Abuelo's words from his notebook on page 148.
2. Your teacher will give you a copy of this section of the reading.
   a. Underline the words and phrases that express emotion.
   b. Pay attention to punctuation. Take note of places where the writer uses an exclamation mark (!) to show strong emotion
3. Practice your reading.
   a. Think about the emotions that your underlined words expres
   b. To show emotion, you may need to make your voice louder o softer.

Differentiated Instruction • Listening and Speaking

Scaffolding

Help students to identify elements of their story by answering the following questions. Who is the story about? Where does it take place? When does it happen? What was the problem? How was it solved? Have students use their answers to help them write.

Extension

Have students practice raising and lowering their voice at exciting or suspenseful places in their story. Tell them to also practice reading exciting parts faster. They should read suspenseful or sad parts more slowly.

4. Then, read the selection aloud to a partner. Take turns.
   a. Use your voice and your body movements to express emotion.
   b. Discuss with your partner whether you read with appropriate expression and ask him or her to evaluate your fluency.
5. Record your progress in your workbook. How did you do on this passage in comparison to other readings? Are you becoming a more fluent reader?

Vocabulary Development

Idioms

An **idiom** is a phrase, or group of words, that does not have the same meaning as its individual words. Idioms help people to explain themselves in interesting, colorful, and sometimes funny ways. Look at these idioms from "An Hour with Abuelo" and their meanings.

Idiom	Meaning
". . . it smells like industrial-strength ammonia and other stuff I won't mention, since it **turns my stomach.**"	makes me feel sick
"I can't help but think that Abuelo has been timing me. It **cracks me up.**"	makes me laugh

Copy the chart. Read the sentences. Using clues from the sentences, try to guess the meaning of each idiom and write it in the column on the right.

	Meaning of Idiom
1. I can't do this alone. Can you lend me a hand?	
2. She is an early bird. She wakes up at 6:00 A.M. and arrives at school before 8:00 A.M.	
3. I got the wrong answer, so it's back to square one.	
4. I don't want to go to school. I'm feeling under the weather.	
5. She found out about the surprise party! Who let the cat out of the bag?	

Checkpoint

1. What is an **idiom**? Explain in your own words.
2. Think of another English idiom you know and use it in a sentence of your own.

Vocabulary Log | Workbook page 120 | Independent Practice CD-ROM/Online

Unit 3 • Chapter 1
After Readings 1 and 2

Vocabulary Development

Idioms

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Understand idioms Explain to students that almost every language has idioms. Native speakers understand them because they have heard them all their lives. Have students suggest idioms from their own languages. ***Say:*** *Idioms make language more exciting. They are usually used informally to make conversation or writing more interesting.*

Reading Fluency

Repeated Reading Vocabulary Development

Vocabulary Development Answers

1. lend me a hand: help me
2. early bird: someone who wakes early
3. it's back to square one: time to go back to the beginning
4. under the weather: unwell/sick/ill
5. let the cat out of the bag: told the secret

Checkpoint Answers

1. Answers will vary: A phrase or group of words that doesn't have the same meaning as its individual words.
2. Answers will vary. Because our team won the game by three points, we were walking on air!

Classroom Management

Grouping strategies Spread pairs out around the room. Remind students to speak quietly or to whisper so that the other pairs can work and hear their own discussions.

Listening and Speaking Strategies

Independent application Have students practice reading aloud to a family member at home. Ask their family member to answer the following questions: Did my story make sense? Did it tell about a person who taught me something? Did you enjoy it? Did I make enough eye contact? Then ask the family member to tell things that could be improved in the story or the delivery.

Grammar

Conjunctions

Instructional Routine for Grammar
page Txxxii

- **Preteach vocabulary** Explain independent clauses. ***Say:*** *Independent clauses have a subject and a verb. They contain a complete thought. They stand on their own. You can join two independent clauses with a conjunction.*
- **Teach** Read the chart with students, and give an additional example for each conjunction. Write on the board and erase all the nouns so students get the idea of a framework: *I always wanted to be a _____ and a _____.* (doctor/ musician)
- **Practice** Start a sentence with a conjunction and have volunteers add a connecting idea. ***Say:*** *I love ice cream, but...* Then have a student complete the sentence.
- **Apply** Have pairs use the example sentences as models for their own. Show students how to replace parts of the sentences and insert their own ideas.
- **Extend** Have students write a few sentences using conjunctions. Have them write about things they do in school each day.

Practice the Grammar

- **Read aloud** Read the paragraph aloud, skipping the spaces, letting students follow along in their books. Then have students work on their own to complete the paragraphs. If they are having difficulty, have them substitute each conjunction until they find the correct one.

Practice the Grammar Answers
1. that; 2. but; 3. and; 4. but; 5. and; 6. or; 7. but;

Use the Grammar Independently

- **Connect ideas** ***Say:*** *Remember that* and *connects two ideas. The word* but *contrasts an idea. The conjunction* or *presents a choice. The words* so that *explains why.* Have students think of these explanations as they write their sentences.

Use the Grammar Independently Sample Answers
1. I love both tea and coffee.
2. I really wanted to watch TV, but i had to finish my homework first.
3. Did she go home or to the restaurant?
4. They worked hard so that they could raise some money

After Readings 1 and 2

Grammar

Conjunctions

A **conjunction** is a part of speech. It can connect words, group of words, or independent clauses (clauses that can stand alone as a sentence). Some common conjunctions are *and, but, or,* and *so (that).*

Conjunction	What It Does	Example
and	connects similar ideas	I always wanted to be a writer **and** a teacher.
but	shows contrast	Abuelo wanted to be a teacher, **but** he became a farmer instead.
or	gives two or more choices	Researchers can learn about people's math skills by studying the math skills of monkeys **or** dogs.
so (that)	gives a reason	The dog jumped into the water **so (that)** he could get the ball.

Practice the Grammar Complete the paragraphs with *and, but, or,* or *so that.*

Arturo goes to the nursing home (1) ____ he can visit his grandfather. He does not really want to go, (2) ____ he knows it will make his mother happy. When Arturo arrives, his grandfathe is sitting up in bed, (3) ____ he is writing his life story. Abuelo say that his father wanted him to be a farmer, (4) ____ Abuelo wanted to be a teacher instead. He taught his students to make up songs (5) ____ to put on shows for their parents.

When the war came, Abuelo hoped that he could either stay in his village (6) ____ become a teacher in the army. He wrote to the governor, (7) ____ the governor did not write back. Abuelo told his sergeant that he could teach the soldiers to read, (8) ____ the sergeant made Abuelo mop floors instead.

Use the Grammar Independently Write a sentence for each o the conjunctions below. Share your sentences with a partner.

1. and
2. but
3. or
4. so (that)

Differentiated Instruction • Grammar

Scaffolding

Make a word box on the board with these words: and/ but/ or / so that and sentence frames on the board, and work with students to complete them:
I like apples _____ I don't like bananas.
Cora likes grapes _____ pizza.
You have to eat all your dinner _____ you can have dessert.
Would you rather have ice cream _____ cookies?

Extension

Have students write a paragraph using conjunctions. Then have the students replace the conjunctions with blank lines. Have pairs switch paragraphs and replace the conjunctions.

Conjunctions in Compound Sentences

When a conjunction combines two independent clauses, it forms a **compound sentence.** Some conjunctions that are often used in compound sentences are *and, but,* and *or.* Look at the chart. See how conjunctions are used to combine simple sentences to create compound sentences.

Note that a comma is placed *after* the independent clause and *before* the conjunction.

Simple Sentences	Compound Sentence
He threw the ball into the water. The dog swam after it.	He threw the ball into the water, **and** the dog swam after it.
I start to push him toward the rec room. He shakes his finger at me.	I start to push him toward the rec room, **but** he shakes his finger at me.
Arturo told his mom to come back in an hour. He would take the bus home.	Arturo told his mom to come back in an hour, **or** he would take the bus home.

Practice the Grammar Read each pair of sentences. Combine the sentences using one of these conjunctions: *and, but,* or *or.*

1. People do not usually think that animals can do math. Some animals seem to solve math problems by using their instincts.
2. Tom Pennings noticed that his dog would run on the beach before entering the water. He wondered if his dog was taking the fastest route.
3. Elvis jumped into the water. Pennings drove a screwdriver into the ground to mark where Elvis jumped.
4. Do monkeys choose which pile of apple slices to take randomly? Do they choose based on math?
5. Babies will look at a pile of two cookies and a pile of three. They will look at the pile of three cookies longer.
6. I wasn't surprised that the primates could count. I was surprised that the salamanders could count.
7. Do you prefer "An Hour with Abuelo"? Do you prefer "It's a Math World for Animals"?

Use the Grammar Independently Write a paragraph about your favorite hobby. Use at least three compound sentences.

Grammar Expansion

Compound Conjunctions and Transition Words and Expressions


Workbook pages 123–124


Independent Practice CD-ROM/Online

Checkpoint

1. What do **conjunctions** connect?
2. Give an example of a **compound sentence.**


Workbook pages 121–122


Independent Practice CD-ROM/Online

Grouping Strategies

Opportunities for practice Place students in groups. Have them choose one person to observe for five minutes. Tell them to write down everything they observe about that person. At the end of the five minutes, have students compile their notes. Then have them work together to write a paragraph about that person using compound sentences.

Writing Strategies

Additional practice Have students work in teams to write compound sentences. The first person begins a sentence such as "Mahalia wants to go to the dance." The second person adds a conjunction and a second sentence, such as "so that she can wear her new dress." Then have students switch who goes first and continue until both partners get to use each conjunction.

Grammar (cont.)

Conjunctions in compound sentences

- **Teach** Read the simple and compound sentences with students. Have them note where the comma is placed (before the conjunction). Then give them the following examples: *She put on her coat. She went outside. – She put on her coat, and she went outside.; I wanted to write a letter. I couldn't find a pencil. – I wanted to write a letter, but I couldn't find a pencil.; Mom said we could go to the mall. We could go to a movie. – Mom said we could go to the mall, or we could go to a movie.*
- **Apply** Have volunteers write additional examples on the board and read them to the group.

Practice the Grammar Answers

1. but 2. and 3. and 4. or 5. but 6. but, 7. or

Use the Grammar Independently Sample Answers

I like to draw, but it's hard to do it well. I like using pens, and I like using colored pencils as well. Most afternoons i draw still life at home, or I sketch people and animals in the park.

Grammar Expansion

Students will learn more about grammar including compound conjunctions and transition words and expressions in the Workbook on pages 123–124.

Checkpoint Answers

1. words, group of words, or independent clauses
2. Answers will vary. I love the movies, but he likes watching TV at home.

Writing Assignment

Write a Short Story

Instructional Routine for Writing page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment Graphic Organizers: Story Map

Milestones Handbook, pages 429–469

Writing Prompt

Read the Writing Prompt to students. Ask volunteers to restate the prompt in their own words. Make certain that students understand the words *introduction, rising action, a climax,* and *resolution.*

Write Your Short Story

- **Scaffolded instruction** ***Say:*** *A short story has one main character. It has one main event.* Explain that a short story has all the features of a novel. It has an introduction, a problem, and a solution that ends the story.
- **Create an outline** Have students create a four-box **Story Map.** Label them: *Introduction, Rising action, Climax, Resolution.* Have students use the map as they plan their stories. Remind students that the rising action has details that keep the reader interested. Have students include interesting plot events as they write.

The student model

- **Analyze model writing** Have students think about the main characters. ***Ask:*** *Who are the main characters?* (Charlie and Pete) *Which character made a mistake?* (Charlie) *What was the mistake?* (He forgot that he made plans with Pete for the same day.)
- **Grammar review** Review conjunctions and have students find conjunctions in the Student Model. Remind students to use conjunctions in their short stories.

Reading Fluency

Punctuation and Type Cues Student Model

Writing Assignment

Write a Short Story

Writing Prompt

Write a short story about a character who must make a choice about something. Your story should have an introduction, rising action, a climax, and a resolution. Include conjunctions and compound sentences in your story.

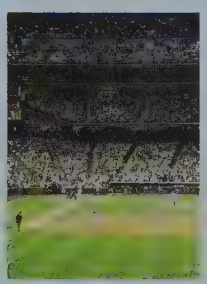
Write Your Short Story

1. **Read the student model.** A character in the following story made a choice that he was later sorry about.

Student Model

Writing Suggestion

When writing a narrative in the simple past tense, remember that you can use the simple present tense in the characters' dialogue.



Just Tell the Truth

Charlie asked his friend Pete to go see a movie about baseball on Saturday. Pete said, "Yes!"

Later that day, Charlie's father said, "My boss gave me two tickets for the baseball game on Saturday. Let's go!" Charlie said, "Great!" Then he remembered he had promised to see a movie with Pete the same day. "What should I do?" he thought.

Charlie had to make a choice; he decided to go to the baseball game and tell Pete that he had to do homework on Saturday. Pete said, "I understand." Charlie didn't feel good about lying to Pete.

At the baseball game on Saturday, Charlie saw Pete and his father walking toward them. Charlie wanted to disappear! Charlie said, "Pete, let's talk."

Charlie said, "I'm sorry. I lied to you. This is what happened: My father got tickets to the game, and I really wanted to go. I made the wrong choice. Please forgive me." Pete said, "I understand, but next time, just tell me the truth. And of course I forgive you."

Charlie smiled and said, "Thanks, Pete. But...why are you here?" Pete said, "Well, my dad got two tickets from his boss yesterday. So here we are!" "Great," said Charlie. "Let's go watch the game!"

Workbook page 125

Differentiated Instruction • Writing Assignment

Scaffolding

Have students use **Story Map** graphic organizers to map out their story before they write. Remind them that they should identify the problem in the introduction. The resolution should solve the problem.

Extension

Have students use a computer to create their first drafts. Have them look at their drafts to make sure they have included all of the story elements. As students revise, they can use their saved documents to edit their work.

2. **Brainstorm ideas.**
   a. Think about choices that you could write a story about. Select a choice.
   b. Think about characters. How many do you need? Who are they? Remember that you could be a character in your short story.
3. **Write your short story.** Introduce your characters. Write about the choice that a character must make and what happens.
4. **Revise your short story.**
   Use the **editing and proofreading symbols** on page 455 to mark any changes you want to make.
5. **Edit.** Use the **Writing Checklist** to help you find problems and errors in your story.

Writing Checklist

1. One of the characters in my story had to make a choice.
2. My story had an introduction, rising action, a climax, and a resolution.
3. I used several sentences with conjunctions.
4. I used compound sentences.
5. I used correct spelling, grammar and punctuation.

Writing Support

Mechanics

Semicolon and Colon

A **semicolon** allows a writer to connect two independent clauses to form one sentence. A **colon** starts a list at the end of a sentence.

- A semicolon can take the place of a period between what would otherwise be two separate sentences.
  Example (as two sentences): It was a very hot day. My friends and I went to the pool.
  Example (with a semicolon): It was a very hot day; my friends and I went to the pool.
- A semicolon can be used instead of a conjunction such as *and* in a compound sentence.
  Example (as a compound sentence): It was a powerful storm, and there was a lot of thunder and lightning.
  Example (with a semicolon): It was a powerful storm; there was a lot of thunder and lightning.
- A colon alerts the reader to an upcoming list of terms.
  Example: I have family living in four states: New York, Florida, Ohio, and New Mexico.
- A colon can also follow introductory terms such as *the following.*
  Example: The following months have 30 days: April, June, September, and November.

Apply Look through your short story to try to find places where you might want to use a semicolon or a colon.

Workbook pages 126–128
Independent Practice CD-ROM/Online

Arts Connection

Visual/spatial learners Have students create a 3-D diorama of their short story. Have them explain their creation to the class and name the important story parts in the diorama. Encourage students to use conjunctions in their descriptions.

Writing Strategy

Evaluation and revision Tell students that a great way to determine whether or not their writing makes sense is to read it aloud. As they listen to themselves reading, they will hear if something doesn't sound "quite right." Ask students to use this method through every revision so that they can hear what needs more work.

Writing Assignment (cont.)

Brainstorm ideas

- **Make a list** Have students make a list of different story ideas for "choices." Tell them that this is brainstorming. Remind students that the list should be about choices a main character might have to make. Have students decide on their plot. Then tell them to brainstorm the characters they need in the story. Remind students that they can be the narrator or a character if they wish.

Write your short story

- **Include plot elements** Remind students about the parts of the short story: rising action, climax, and resolution. Students will probably need more than one class period to complete this step.

Revise your short story

- **Connect ideas** Ask students to revise sentences in their stories to include conjunctions and compound sentences. Tell students to think about how ideas in their paragraphs are connected. They may use *and, or,* and *but.* Have them also think of sentences that might need more details. In this case, they could use *so that.*

Edit

Have students trade papers with a partner to edit and check for grammar, spelling, and punctuation errors. Have them use the Writing Checklist to guide their editing.

Writing Support

Mechanics: Semicolon and colon Write additional examples on the board. Semicolon: *It snowed last night; school is closed today.* Colon: *I love Italian food: pizza, spaghetti, and chicken parmesan.*

Apply Have students look for independent clauses to connect with a semicolon. Remind students that semicolons can take the place of the conjunctions *and* and *or.*

Unit 3 • Chapter 1
Check Your Progress

Progress Check

Milestones Tracker

Teacher Resources: *ExamView®*

The **Progress Check** is the post-assessment of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings

depressed *(sad, discouraged, dismayed)*
embarrassed *(ashamed, self-conscious, ill at ease, uncomfortable)*
graduate *(complete one's studies)*
ignorant *(illiterate, unknowing, uninformed, without schooling)*
obvious *(clear, plain)*
old-fashioned *(dated, behind the times, unfashionable)*
experiment *(to test)*
innate *(existing in someone from birth, natural)*
measure *(to find dimensions, quantity, or capacity)*
random *(without a definite plan, purpose, or pattern)*

Academic Vocabulary

interact *(to communicate through words or actions)*
tradition *(a custom or belief that is passed on from one generation to another)*
evidence *(words, objects, or facts that help someone find the truth)*
setting *(where a story takes place)*

Reading Strategies

Asking questions will help the reader understand the story, its characters, and how they interact.
Readers draw conclusions from the facts given in a story and from their own experiences.

Text Genres

"An Hour with Abuelo" is a short story.
"It's a Math World for Animals" is a Web informational article.

Reading Comprehension

"An Hour with Abuelo" is about a boy who reluctantly visits his Abuelo, or grandfather, at a nursing home.
"It's a Math World for Animals" is about how animals can make some surprising choices of their own.

Literary Element

The plot of a short story is made up of the introduction, rising action, climax, and resolution.

Spelling

Add *-ing* to the verb (*playing*). Drop the *e* if the verb ends in *e* (*changing*). Sometimes you need to double the final consonant (*running, forgetting*).

Writing Conventions

Use a comma after a name in direct address, before please and before or after **thanks** or **thank you**, and after **yes**, **no**, **oh**, or **well** at the beginning of a response.

Listening and Speaking

Phrases for conversation Phrases for reacting to a story include

- That part of your story isn't clear to me.
- Try moving that part to … (the beginning, the middle, the end).
- Maybe you could add some detail about … (the person, the setting, your feelings)
- Do you think this part is … (too long, not necessary)
- I think your story is a little too … (long, short)

Vocabulary Development

Idioms are phrases with hidden meanings. They don't literally mean what the words in it say. Regular phrases usually mean what they say.

Grammar

A **conjunction** is a part of speech that connects words, groups of words, or independent clauses.

Writing Support: Mechanics

A semicolon allows a writer to connect two independent clauses into one sentence. A colon sets off a list from the rest of a sentence.

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **depressed, embarrassed, graduate, ignorant, obvious, old-fashioned**	142
	• **experiment, innate, measure, random**	154
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **interact, tradition**	143
	• **evidence, setting**	152
Reading Strategies	Why is it important to ask questions when reading?	143
	How do you draw conclusions?	155
Text Genres	What is the text genre of "An Hour with Abuelo"?	144
	What is the text genre of "It's a Math World for Animals"?	155
Reading Comprehension	What is "An Hour with Abuelo" about?	153
	What is "It's a Math World for Animals" about?	161
Literary Element	What four elements make up the **plot** of a story?	153
Spelling	How do you usually create present participles?	161
Writing Conventions	Name three uses of commas.	161
Listening and Speaking	**Phrases for Conversation** What phrases could you use to react to a story?	162
Vocabulary Development	What makes an **idiom** different from other phrases?	163
Grammar	What is a **conjunction**, and what does it do?	164
Writing Support: Mechanics	What is the difference between a **colon** and a **semicolon**?	167

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

Community Reading

1 Before I graduate, I have to complete a community service project. I like projects, but I am nervous about going to a new place and doing something unfamiliar.

2 Today is the first day of my project: reading books aloud at a retirement home. I can't believe I am following a nurse down a hallway toward the room of someone I have never met. I grip the book that I brought tightly in my hand. I have butterflies in my stomach; I think about stopping and turning around, but it's too late. We walk into the room. There are two men playing a card game. They stop when they see me.

3 I stumble into a chair. One of the men smiles and looks at the book. *"The Pearl* by John Steinbeck is one of my favorites, too. I can't wait to hear you read it." His voice is kind and gentle. I smile; I don't feel embarrassed to be there anymore. I open the book and begin reading.

1 **What does the word embarrassed mean in the following sentence?**

> **I smile; I don't feel embarrassed to be there anymore.**

- **A** self-conscious
- **B** excited
- **C** upset
- **D** scared

2 **What conclusion can you draw about the narrator?**

- **A** He won't go back to the retirement home.
- **B** He is a poor reader.
- **C** He is a senior citizen.
- **D** He will enjoy doing his project.

3 **What is the climax of the passage?**

- **A** The writer is assigned a community service project.
- **B** The writer arrives at the retirement home.
- **C** The elderly man speaks to the writer for the first time.
- **D** The writer begins to read.

4 **What is the genre of this passage?**

- **A** poem
- **B** persuasive essay
- **C** textbook excerpt
- **D** short story

Writing on Demand: Short Story

Write a short story about a young person who was nervous about doing something but chose to do it anyway. What was the character nervous about? What decision did he or she make? What was the effect of his or her decision? When writing, keep in mind the four plot elements. **(20 minutes)**

Writing Tip
Be sure your story has a strong beginning, middle, and end.

Study Skill

Vocabulary words in context Students should learn that context is one of the most important clues to the meanings of unknown words. When students encounter an unknown word, they can create "possible sentences" to test word meanings. In this exercise, students construct sentences in which they give context for a "possible meaning" for the new vocabulary word. Students should write these sentences and underline the context words. Ask volunteers to write their sentences on the board, again underlining the context words. Then have students look up the dictionary meaning of the word. Discuss the word's meaning and how accurate their possible sentences were.

Unit 3 • Chapter 1 Check Your Progress

Assessment Practice

- **Assessment Book:** Unit 3, Chapter 1 Quiz
- **Teacher Resources:** *ExamView®* Unit 3, Chapter 1 Quiz
- **Milestones Tracker:** Unit 3, Chapter 1 Quiz
- **Workbook:** Assessment Practice Pages

Test-Taking Strategies
When you answer a multiple-choice question, be sure to read all the possible answers before marking your choice.

Answers
1. D
2. D
3. C
4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Read and interpret writing prompt** Remind students to look for the important words in the writing prompt. Important words tell about the subject of the short story. ***Ask:*** *Which words give clues about what the short story should be about?* (young person; nervous about doing something)
- **Organize quickly** ***Say:*** *Think about things that make you nervous. That will give you more to write about. Then think about what might help you to relax.*

Writing Tip Remind students to check for strong ideas at the beginning, in the middle, and at the end of their story

- **Revise** ***Say:*** *Look back at the prompt. Have you included everything the prompt asks for? Add details when you revise.*
- **Edit** ***Say:*** *Be sure that you have used conjunctions, colons, and semicolons properly in your work.* Guide students to use dictionaries to check their spelling.

Reading Fluency

Echo Reading "Community Reading," paragraphs 1–3

Unit 3 • Chapter 2
Before Reading 1

Objectives

Reading Strategies
Say: Author's purpose *refers to why someone writes something.*

Listening and Speaking
Ask: *What is a poem?* (writing that has rhythm and uses words to create pictures)

Grammar
Write this sentence on the board and help students correct it: *I like to ride my bike. I like to skate.* (I like to ride my bike, and I like to skate.) ***Say:*** *In Chapter 2 we are going to learn how to write compound and compound-complex sentences.*

Informal Pre-Assessment
Vocabulary Have students complete these sentences with the vocabulary words:

1. Learning a new skill can be a long _____. (process)
2. You need a _____ license to drive legally. (valid)
3. The evidence led the jury to the _____ that he was guilty. (conclusion)
4. Linda can _____ many kinds of birds. (identify)

Informal Pre-Assessment
Select items from the **Assessment Program** or the **Teacher Resource CD-ROM** with ExamView®.

Chapter Focus Question

Review The **Chapter Focus Question** is a question that students will answer after the reading selections. Students should keep the question in mind as they read.
Preteach ***Say:*** *We talked about the consequences of choices. In this chapter, we will think about how our choices change our lives.*

About the Reading 1

Vocabulary development ***Ask:*** *What happens when people "go to court"?* (They ask a judge to decide something.) *What is conflict?* (disagreement) *When we say "the North" and "the South," what do we mean?* (North: northern states where slavery was not popular; South: southern states where slavery was common) *What is a civil war?* (a war in which one part of a country fights another part of the country)

CHAPTER 2

Objectives

Reading Strategies
Analyze the author's purpose; Recognize elements of poetry

Listening and Speaking
Describe the characteristics of different forms of poetry

Grammar
Use complex and compound–complex sentences

Writing
Write an expository essay

Academic Vocabulary

process	conclusion
valid	identify

Academic Content

The history of slavery in the U.S.
Poetry about culture and choices

Chapter Focus Question

How do the choices we make affect our present and future?

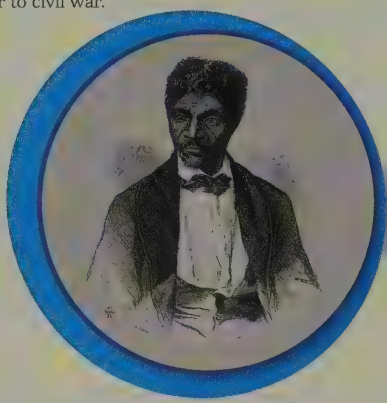
Reading 1 **Content:** Social Studies
Historical nonfiction
THE DRED SCOTT DECISION
by Brendan January

Reading 2 **Literature**
Poetry
The Road Not Taken
by Robert Frost
Saying Yes
by Diana Chang

THE DRED SCOTT DECISION

About the Reading

You are going to read about a slave named Dred Scott, who tried to win his freedom through the courts in the mid-1800s. The Supreme Court's choice in this case led to a conflict between the North and the South, and moved the nation closer to civil war.



Differentiated Instruction • Use Prior Knowledge

Scaffolding

Say: Compromise *means an agreement. In a compromise, both sides have to give up part of what they want to get the agreement.* Have one student name an activity that he or she would like to do after school. Have another student name a different kind of activity. Have students try to compromise on a third activity they could do together.

Extension

Discuss the give-and-take nature of compromise. ***Ask:*** *When people compromise, why should they give something up?* (Most people would rather have an agreement than to have nothing.) ***Ask:*** *Do you think it is important to compromise?* (Yes. It reduces conflicts and it shows respect for others.)

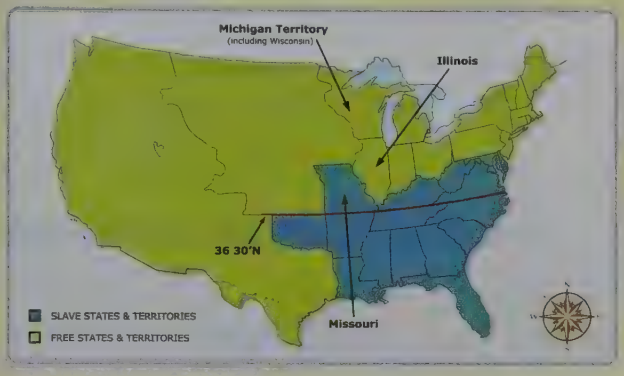
Before Reading 1

Build Background

Slavery in the United States

Slavery began to divide the United States in the early 1800s. States in the North did not support slavery. In the South, white people believed that they needed slaves.

At the time, there were several territories that were not part of the United States. Northerners and Southerners argued over whether slavery should be allowed in these territories. In 1820 and 1821, Congress divided the territories into two sections. Congress did away with slavery in the northern section and allowed slavery in the southern section. The agreement also made Missouri a state where slavery was allowed. This agreement was called the Missouri Compromise, and most people agreed with it for many years.



Use Prior Knowledge

Tell About a Difficult Decision You Made

In *The Dred Scott Decision*, the Supreme Court has to make a very difficult decision. Think of a time you had to make a difficult decision. Answer these questions.

1. What was the decision you had to make?
2. What were your choices?
3. What decision did you make? Why did you make this decision?

Social Studies Connection

Relate to personal experience Have students talk about compromise. ***Say:*** *Describe a recent compromise you have made.* (Sample answer: Last week my sister wanted to pick the TV show we watched, and I wanted to pick the show. We decided I would pick the show and the next night she would do it.) ***Ask:*** *Why is it good to be able to compromise?* (Sample answer: We can't always get what we want. Compromise helps us to get along.)

Social Studies Connection

Map skills Using the map on the page, point out the parts of the country at the time of the Missouri Compromise. Have students name the states on the map. Make a two-column board list of slave states and free states in the 1820s. Identify and label states on the map.

Unit 3 • Chapter 2 Before Reading 1

Build Background

Slavery in the United States

- **Preview** ***Say:*** *Slavery began in the United States in 1619 and ended in the 1860s.*
- **Pre-assess** Determine what students already know about slavery in the United States. ***Ask:*** *What is a slave?* (A person who is forced to work for another person. Slaves have no rights, no freedom, and must do whatever they are told.)
- **Teach** Explain that some northern states permitted slaveholders to bring their slaves through free states. A conflict arose as new states joined the United States. The North did not want slavery in the new states. The South wanted to extend slavery into the territories. The South also feared more northern states would mean that slavery would be outlawed everywhere. The Missouri Compromise was an attempt to settle this conflict. It was a compromise about where slavery would be allowed in new states. Neither side got everything it wished for.
- **Preteach vocabulary** *Territory* can mean any area or region. Here it means an area under the control of our government but not yet a state.

Reading Fluency

Repeated Reading Build Background

Use Prior Knowledge

Tell About a Difficult Decision You Made

Prepare ***Say:*** *We all have to make difficult decisions. What are some examples of difficult decisions?* (changing jobs; a new home; making new friends)

Sample Answers

1. I had to choose a group of friends over another friend the other girls didn't like.
2. I could be friends with the group, be friends with just this one girl, or be friends with everyone.
3. I decided to be friends with the group of friends. I was afraid of losing those friends. I wasn't proud of that decision, but that's what I did.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: World Web, Vocabulary Log

Word Connections

argument *(bickering, debate, disagreement)* or *(claim, proof, reason)*
ban *(boycott, limitation, restriction, stoppage)*
convince *(change, argue, overcome, sway)*
guarantee *(certainty, promise, vow, warranty)*
intention *(design, desire, scheme, target)*
possess *(acquire, control, dominate, seize)*
violate *(defy, disobey, disregard, oppose, resist)*

Have students use a **Word Web** to understand each Key Vocabulary word. Write the word in the center of the web. Have students suggest related words or definitions for the other circles.

Vocabulary development Have students identify the roots in the Key Vocabulary words: *argument* (argue) and *intention* (intent). Have students organize the vocabulary with definitions and related words.

Practice Vocabulary Answers

1. argument; 2. convince; 3. guarantee; 4. ban; 5. intention; 6. violate; 7. possess

Use Vocabulary Answers

Have students to write the word on one side of the card and the definition on the other side. Answers will vary. *When you ban something, you make it illegal.*

Checkpoint Answers

1. intention
2. The principal will ban cellular phones if students continue to use them in the halways.

Key Vocabulary

- argument
- ban
- convince
- guarantee
- intention
- possess
- violate

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted word**. Use the context to determine the meaning of the word.

1. The lawyer made an **argument** to prove to the jury that he was right.
2. So many students were using cell phones during class that the teacher had to **ban** them.
3. I wanted to **convince** my brother to read the book, so I told hi that it was my favorite.
4. The people are happy with their country's new law because it **guarantees** that all children can go to school.
5. Tim told his mother that he would clean his room, but he had n **intention** of doing it and continued watching TV.
6. The twins **possess** many good qualities like intelligence and kindness.
7. If you drive too fast, you **violate** traffic laws.

Practice Vocabulary Match the correct Key Vocabulary word t each definition below.

Definition	Word
1. debate by lawyers in court	argument
2. persuade	
3. promise to do or provide	
4. not allow or make illegal	
5. idea or plan	
6. break a law or rule	
7. own or have	

Checkpoint

1. Complete this sentence with a Key Vocabulary word: She studied science because she had the ____ of becoming a scientist.
2. Write a sentence using the word **ban**.

Use Vocabulary Independently Make a flashcard for each Key Vocabulary word. Ask a partner to show each word to you. Tell yo partner the definition of each word you see.

ban

Vocabulary Log | Workbook page 129 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Write each vocabulary word on a flash card. Hold the cards up one at a time and call on trios of students. Have the first student read the word out loud, the second student define the word, and the third student use the word in a sentence.

Extension

Have students do an "I am..." exercise to practice using the vocabulary words. Have students sit in pairs. Student 1 says: *argument;* Student 2 responds by saying: "I am a lawyer, and I am making an argument in court." Student 2 says: *ban.* Student 1 responds: "I am the mayor of the city, and I will ban smoking in public." Have students switch vocabulary words so that each student uses each word.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
process *noun*	a series of actions taken to get a result	Neil took the first step in the **process** of learning how to swim; he tried getting used to the water.	
valid *adjective*	based on sensible reasoning	When Amy explained that she was late because of the snowstorm, her teacher thought it was a **valid** excuse.	

Draw a picture and write a sentence for each word.

Reading Strategy

Analyze the Author's Purpose

As you read about Dred Scott, think about the author's purpose. To figure out the author's purpose, consider his thought **process**. When you analyze an author's purpose, you try to understand why the author wrote the text. Did the author want to inform, entertain, or persuade?

1. As you read *The Dred Scott Decision*, choose details from the readings to analyze. Write these details in your chart.
2. For each detail, consider how the author wanted readers to react.
   a. Will the readers become informed?
   b. Will the readers be entertained?
   c. Will the readers be persuaded to agree with a certain opinion?
3. When you finish reading, determine the author's purpose for writing. Did the author want to inform, entertain, or persuade readers? Explain your answer. Is your reasoning **valid**?

Detail from Text	Author's Purpose
He was born into slavery in Virginia sometime around 1800.	

Checkpoint

Why is it important to learn English? Think of **valid** reasons and discuss them with a partner.

Vocabulary Log | Workbook page 130 | Independent Practice CD-ROM/Online

Home Connection

Interview a family member Have students interview a family member about a time when he or she convinced someone. Brainstorm questions that students can ask. For example: Did you ever convince someone to do something? (Yes.) Who was this person? (my brother) What did you convince the person to do? (take drum lessons) Why did you do it? (He loved drumming.) What argument did you use? (I said he could be in a rock band.) You can help students think of other questions by having them ask you about a time you convinced someone to do something.

Writing Strategies

Connect and apply skills Have students work in groups to write a short letter to persuade readers about an issue. Use two graphic organizers: the **Business Letter** to help structure the letter and the **Persuasive Essay: Three Paragraph** form to create the argument. Have each group decide on a topic. (Examples: keeping a local library open; cleaning up a park; banning homework) Tell students to use as many of the vocabulary words as possible. Have a group representative read the letter to the class. Discuss the strengths and weaknesses of each argument.

Unit 3 • Chapter 2 Before Reading 1

Academic Vocabulary

Vocabulary for the Reading Strategy

- **Instructional Routine for Vocabulary** page Txxx
- **Teacher Resources:** Graphic Organizers: Vocabulary Log

Word Connections

process *(procedure, system, technique, mechanism)*

valid *(persuasive, powerful, compelling, credible)*

Reading Strategy

Analyze the Author's Purpose

- **Preview** ***Say:*** *As you read, think about the author's reasons. Why did the author choose this detail? What does the author want me to understand?*
- **Preteach** Review author's purpose with the students. ***Ask:*** *Why do authors write stories and articles?* (to inform or to entertain)
- **Teacher Think-Aloud** ***Say:*** *Suppose I write a story about a real person. I tell when this person lived and what this person did. What would be my purpose for writing this?* (to teach; to educate, to inform) *If I make up a story that makes the reader laugh, what is my purpose?* (to entertain) *If I write a newspaper editorial telling people my opinion, what is my purpose?* (to convince; to persuade) Remind students to look for what an author says and how he or she says it. This will tell them the author's purpose.

Reading Fluency

Reading Words in Chunks Reading Strategy

Checkpoint Sample Answers

Answers will vary. Sample answers: Learning English is important for living in a country where most people speak English. The language of business in many countries is English.

Text Genre

Historical Nonfiction

- **Preteach vocabulary** ***Say:*** *Nonfiction is writing about things that did happen. Historical nonfiction is writing about real characters, dates, and events in history.*
- **Apply** Ask students to name people they know from history. List several on the board. Ask volunteers to pick one and give historical facts about this person. ***Ask:*** *When did this person live? What did this person do? Why is this person important?* Explain that telling the events of this person's life is historical nonfiction.

Meet the Author

Brendan January

- **Preteach author background** ***Ask:*** *How many books has Brendan January written?* (more than 40) *What kind of history does he like to write about?* (U.S. history) *What did he study in college?* (history, English, and journalism)

Reading Focus Questions

- **Preteach** Explain that students should think about the **Reading Focus Questions** as they read *The Dred Scott Decision.* They will revisit the questions after reading the selection.
- **Preteach vocabulary** Explain the word *event.* ***Say:*** *An event is a happening. History is filled with events. But you also have events every day.* Have students think about important moments in their lives.
- **Apply** ***Ask:*** *What does the word* connect *mean in the first question?* (to show a relationship, to show how two things share similarities) Explain that an author has a main purpose for writing something. He or she may also have other purposes.

Reading Focus Questions Sample Answers

1. It connects to the theme by showing how choices and decisions made by judges can affect large groups of people and individuals.
2. His main purpose was to inform the audience about the Dred Scott case.
3. Yes. It is important to learn about historical events because they affect our present and future.

Checkpoint Answers

1. They are real people who were involved in real events.
2. Answers will vary. Sample answer: An event is something that happens. It can be something small like a party or huge like a war.

Before Reading 1

Text Genre

Historical Nonfiction

The Dred Scott Decision is **historical nonfiction.** Historical nonfiction is about real events that happened in the past. Historic nonfiction usually includes the following features.

Historical Nonfiction	
events	what happened
dates	when the events happened
characters	real people in history who appear in the reading

Meet the Author



Brendan January has written more than forty nonfiction boo for young readers. January has been interested in U.S. history for a long time. He studied history and English at Haverford College. He also studied journalism at Columbia University. January's boo *Genocide* was named one of the top ten nonfiction books for you readers in 2006 by a group called *Voice of Youth Advocacy.* Janua lives in Maplewood, New Jersey.

Reading Focus Questions

As you read, think about these questions.

1. How does the reading connect to the theme of "choices"?
2. What do you think was the author's main purpose in writing *The Dred Scott Decision*?
3. Is it important to learn about Dred Scott? Explain your answer

Checkpoint

1. Who are the characters in historical nonfiction? Explain your answer to a partner.
2. Explain the word *event* in your own words.

Workbook page 131
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Help students think about identifying a purpose for reading. Ask them to list five things they have read that day. Ask them to write the reason that they read each item on their lists. They may have read the weather report for information. They may have read a joke for entertainment. They may have read a brochure that tried to persuade them of something.

Extension

On the board, write the list of historical people or characters the students named in the Text Genre activity. Divide the class into small groups. Each group selects a name on the list. Have the student groups discuss the historical person or event they have chosen and fill in a Historical Nonfiction chart as on page 174. Use the **Sunshine Organizer** (graphic organizer) to help the groups organize their information.

Reading 1

Content
Social Studies

THE DRED SCOTT DECISION

by Brendan January

Prologue

[1] Dred Scott's journey to the **Supreme Court** was long and complicated. He was born into **slavery** in Virginia sometime around 1800. In 1830, Dred Scott and his owner, Peter Blow, settled in Missouri. Soon after, either Blow or his daughter sold Dred to a U.S. army doctor named John Emerson. Scott lived with Dr. Emerson in St. Louis, Missouri, until 1834, when Emerson moved to Fort Armstrong in Illinois. Dred went to Fort Armstrong with Dr. Emerson. For two years, they lived a quiet life in the fort. Emerson, however, grew tired of the **post**.

[2] In 1836, the War Department transferred Emerson to Fort Snelling in the Wisconsin **Territory**. Scott accompanied him. After only a year in the Wisconsin Territory, Emerson complained of poor health and asked to leave.

[3] In 1837, after sending several letters of complaint to the War Department, Emerson was transferred to a fort in Louisiana. There, Emerson met and married Eliza Sanford. Soon after, Dr. Emerson, Eliza, and Dred Scott returned to Fort Snelling in the Wisconsin Territory. In 1842, Emerson finally decided to settle in St. Louis, where he died on December 29, 1843. In his **will**, Emerson left Dred and Dred's wife, Harriet, to Eliza Emerson.



Dred Scott

Supreme Court the highest court in the U.S. system of justice
slavery system by which people are property of other people
post military station with permanent buildings
Territory area of the country that was not a state
will document in which a person says what to do with his or her property upon dying

Reading Strategy

Analyze the Author's Purpose Why does the author mention Dr. Emerson's marriage to Eliza Sanford?

Reading Check

1. **Recall details** When did Emerson move to Fort Armstrong?
2. **Recall details** Where is Fort Snelling?
3. **Make inferences** Why do you think Emerson was transferred to a fort in Louisiana?

Social Studies Connection

Define and clarify Have students research the conflict between the North and South in the 1860s. They can use library or online resources to find facts. Remind students to check facts in several different places to be sure their facts are correct. Have students share what they learned with the class.

Language Transfer and Interference

Grammar and usage In Spanish, Haitian Creole, Hmong, Cambodian, and Vietnamese, adjectives are usually placed after the noun they describe. Write the sentence, "I like your blue shirt." Ask students how they would say this in their native language, and have them literally translate the sentence into English. Note and discuss the adjective position. Compare this with the English sentence, reinforcing adjective placement before the noun.

Unit 3 • Chapter 2
Reading 1: Content

Read the Selection

CD 2, Track 4 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Preteach vocabulary** Make sure that students understand the words *complicated* (difficult, complex), *transferred* (moved from one place to another), and *complained* (express feelings of dissatisfaction).
- **Prereading** Have students identify the title and author of the selection. (*The Dred Scott Decision* by Brendan January) Ask students to make predictions about what the selection is about. (Sample answer: It's about an important decision that affected the life of Dred Scott.)
- **Reading aloud** Read the text aloud as students follow along. Tell students to raise their hands if they do not understand a word or idea.
- **Interpret the image** Ask students to describe the image. ***Ask:*** *What do you see?* (a painting of a man) *What kind of clothes is he wearing?* (a jacket, a white shirt, a tie) *Who is this man?* (Dred Scott)

Reading Fluency

CD Assisted Reading *The Dred Scott Decision*, paragraphs 1–3

Reading Strategy

Teacher modeling Model how to analyze an author's purpose. ***Say:*** *I know this selection is about Dred Scott. I know that Scott worked for Dr. Emerson. So there is probably a connection between Dred Scott and Dr. Emerson's wife. In this part of the selection, the author is telling me how Emerson's marriage changed Scott's life.*

Reading Strategy Answers
To explain why Dr. Emerson left Dred and Harriet (both slaves) to Eliza in his will.

Reading Check Answers
1. 1834
2. in the Wisconsin Territory
3. Emerson was transferred to a fort in Lousiana because he wrote several letters to the War Department, complaining of poor health.

Read the Selection

- **Preteach vocabulary** Explain the words *claimed* (said), *accepted* (agreed to hear), *request* (something asked for), *complicated* (not simple; difficult), *jury* (a group of people who decide a court case), *awarded* (gave), *contacted* (communicated with), and *involved* (had to do with; took part in).
- **Radio reading** Have students close their books and listen as you read as if they were hearing a radio broadcast of these events. Remind students to pay attention to what happens, and the order in which the events take place.
- **Vocabulary development** ***Say:*** *There are words that sound just like* banned, heard, and two. (band, herd, to/too) *These words have different meanings. They are called* homophones.
- **Grammar preview** Point out the sentence *Field hated slavery and he hoped to use Scott's case to attack the laws that protected it.* (paragraph 6) Explain that this is a compound sentence. Have students identify the two independent clauses joined by *and.*

Reading Strategy

Analyze the author's purpose ***Ask:*** *Where in the selection does it say that Eliza Emerson appealed the Missouri court's ruling?* (paragraph 5) *Why did the author put this information here?* (The author is using chronological order, writing of the events in the order in which they took place.)

Reading Strategy Answers
The court had ruled in Dred Scott's favor. Eliza Emerson's appeal extended the case and set the stage for what happened next. The author included this information because a man who hated slavery wanted to use the case to attack the laws that permitted slavery.

4 Almost three years later, on April 6, 1846, Dred and Harriet Scott petitioned, or asked, a Missouri court for their freedom. Scott claimed that he should be free because he had lived for two years in Illinois, a **free state**. Scott pointed out that he had also lived in the Wisconsin Territory, where slavery was **banned** by the 1820 Missouri Compromise.

5 The Missouri state court accepted Scott's request for a **hearing** and set a date for the **trial**, which began on June 30, 1847. In 1850, after more than two years of complicated **arguments**, the jury hearing the Scotts' **case** awarded them their freedom. Mrs. Emerson appealed the decision (asked that the case be reheard in a higher court). In 1852, the case was heard in the highest court in Missouri. The judge **overturned** the first court's decision. Dred and Harriet's quest for freedom had been **crushed.**

Reading Strategy
Analyze the Author's Purpose Why did Eliza Emerson appeal the Missouri court's ruling? What is the author's purpose for including this information?

6 Soon after, Dred Scott was contacted by Roswell M. Field, a Vermonter who had settled in St. Louis. Field hated slavery and he hoped to use the Scotts' case to attack the laws that protected it. Dred, however, was no longer owned by Eliza Emerson. She had given Dred to her brother, John Sanford, who lived in New York.

7 Field told Dred Scott that John Sanford could be **sued** because New York was a free state. Cases between citizens of different states were heard in United States federal courts. Since Eliza Emerson and Dred Scott both lived in Missouri, Dred's case could only be heard in Missouri courts. But now that the citizens of two different states (Scott of Missouri and Sanford of New York) were involved, Roswell Field believed that Scott could win his case in the **federal** court.

1800(?):	Dred Scott is born into slavery in Virginia.
1830:	Dred settles in St. Louis, Missouri, with owner, Peter Blow.
1832:	Dred is sold to John Emerson.
1834:	Dred goes to Fort Armstrong, Illinois, with Emerson.
1836:	Dred moves to Fort Snelling, Wisconsin Territory, with Emerson.
1837:	Dred stays at Fort Snelling while Emerson goes to Louisiana.
1838:	Emerson returns to Fort Snelling.
1840:	Dred goes back to St. Louis with Eliza Emerson; John Emerson travels to Florida.
1842:	Emerson returns to St. Louis.
1843:	Emerson dies; Eliza becomes Dred's owner.

free state any one of the U.S. states that outlawed slavery before the Civil War
hearing appointment in the trial of a case in a court of law
trial formal examination of the facts and law before a court of law
case (in law) a good cause or reason for an action
overturned reversed a previous decision
crushed badly defeated
sued brought to court for violation of his rights
federal relating to the central government

Differentiated Instruction • Reading Comprehension

Scaffolding

Direct the students' attention to the time line. ***Say:*** *This is called a* time line. *It shows the main events in the order they happened. How does the time line help you understand what you are reading?* (It helps to keep track of what happened. It helps us remember the order of events.)

Extension

Explain to students that a prediction is a statement about something that will happen in the future. ***Say:*** *Based on what you've read in the selection so far, you might guess or predict that Scott's case will be heard in a higher or federal court. Then, you keep reading to see if your prediction is right.* ***Ask:*** *If Scott's case is heard in federal court, what might you predict next?* (Sample answers: Scott will win the case; Scott will lose the case.)



An abolitionist group from the mid-1800s

8 On November 2, 1853, Roswell Field **filed suit** in a U.S. federal court for Dred Scott's freedom. The fact that Scott's case would be heard in a federal court increased its importance. Decisions made in federal courts affect every state in the Union.

9 The first trial was unsuccessful. The court declared that Scott was still a slave by Missouri law. The unfavorable decision left Scott with one last chance—the Supreme Court of the United States. Field wrote to Montgomery Blair, a prominent Republican lawyer in Washington, D.C. Blair had experience arguing in front of the Supreme Court, and he agreed to take Dred's case. Sanford hired a tough pro-slavery lawyer, Henry Geyer, to argue his side of the case. The case was accepted as *Dred Scott v. Sandford* (the court reporter misspelled Sanford's name and it was never corrected).

10 The U.S. Supreme Court was led by **Chief Justice** Roger B. Taney. He viewed the anti-slavery movement with fear and alarm, and he believed **abolitionists** were dangerous **radicals** intent on destroying the rights of Southerners. Taney hoped to use the Dred Scott case to strengthen slavery. Most of the other eight justices on the court shared Taney's beliefs.

Reading Strategy

Analyze the Author's Purpose What does the author tell readers about decisions made in federal court? What is the author's purpose for including this information?

Reading Check

1. **Recall details** Who filed Dred Scott's case in federal court?
2. **Recall details** Who did Sanford hire to argue his side of the case before the Supreme Court?
3. **Recognize order of events** When did Field write to Montgomery Blair?

filed suit asked that a case be brought to a law court
Chief Justice judge who presides over the Supreme Court
abolitionists people in the 18th and 19th centuries who spoke out against slavery
radicals people with extreme views on political or social issues

Home Connection

Content connection Have students use the **Time Line** graphic organizer to track their activities for four hours at home. Using the time line in the selection as a model, have students change the years to half-hour increments (5:00–5:30, 5:30–6:00) covering the period from 5 pm to 8 pm. Tell students to record what they do for these time periods this evening. Have students bring in their time lines and share them with the class.

Language Transfer and Interference

English language conventions Asian-language speakers and Spanish speakers may have trouble with the simple present, the simple past, or simple future tenses. Make a **Three-Column Chart** on the board with the headings *"Yesterday," "Today,"* and *"Tomorrow."* Under *"Today,"* list the present-tense forms of verbs that might be used in the time lines (I do, I work, I go, I eat); under *"Yesterday,"* list the past-tense forms (I did, I worked, I went, I ate); under *"Tomorrow,"* list the future-tense forms (I will do, I will work, I will go, I will eat). Have students use their charts for reference.

Unit 3 • Chapter 2 Reading 1: Content

Read the Selection

- **Preteach vocabulary** Explain the words *increased* (made bigger), *affect* (have an impact on), *Union* (the entire United States), *unsuccessful* (did not have a good outcome), *unfavorable* (not good), *prominent* (well known), *movement* (an organized attempt to make something happen), and *strengthen* (to make stronger).
- **Lifting sentences** After students finish reading the page, have them copy sentences that highlight key events in the story to create a summary of the information on page 177.
- **Interpret the image** Ask students to describe the image. ***Ask:*** *Who are these people?* (abolitionists) *What was their position on slavery?* (They wanted to end it.) Have students discuss other things they notice about the picture.
- **Vocabulary development** Direct students' attention to the word *abolitionist*. Explain that its root word is *abolish*, which means "to do away with or end." Point out the suffix *-tion*, and explain that it means "the act of." Point out the suffix *-ist*, and explain that it means "one who does." Guide students in analyzing *abolitionist* as meaning "one who wants to do away with, or end, something."
- **Grammar preview** Point out the sentence *Blair had experience arguing in front of the Supreme Court, and he agreed to take Dred's case* (paragraph 9). Explain that this is a compound sentence. Have students locate a compound sentence in paragraph 10. (He viewed the anti-slavery movement with fear and alarm, and he believed abolitionists were dangerous radicals intent on destroying the rights of Southerners.) Have students identify the independent clauses and the conjunction joining them.

Reading Strategy

Analyze the author's purpose Have students reread paragraph 8. ***Ask:*** *Why are the decisions of the federal court important? Why does the author include that information?*

Reading Strategy Sample Answers
He tells readers that the decisions of the federal court affected every state. He may want people to know about the power of the courts in the U.S.

Reading Check Answers
1. Roswell Field
2. Henry Geyer, a tough pro-slavery lawyer
3. after the first federal trial that was unsuccessful

Read the Selection

- **Preteach vocabulary** Make sure students understand the words *scheduled* (planned for a specific time), *justice* (a judge), *emerged* (came out; appeared), *debated* (argued about; discussed), and *impact* (effect).
- **Choral reading** Read the page aloud and have the students read along with you.
- **Vocabulary development** Explain that the word *justice* has more than one meaning: "fairness" and "a judge."
- **Interpret the image** Ask students to describe the image. ***Ask:*** *What is this a picture of?* (the courtroom where Dred Scott's case was heard) *Why did the author include this picture in the selection?* (The picture helps put the reader visualize the events.)
- **Grammar preview** Point out the sentence in paragraph 12: *Blair argued that Dred Scott was a citizen, so he had rights guaranteed by the Constitution.* Explain that this is a compound sentence. There are two independent clauses joined by *so: Blair argued that Dred Scott was a citizen / he had rights guaranteed by the Constitution.*

Reading Strategy

Analyze the author's purpose ***Say:*** *Think about the word* citizen. *What does it have to do with Scott's case?* ***Ask:*** *Why do readers have to know what a citizen is?*

Reading Strategy Answer
Whether or not Dred Scott was a citizen was central to the case. The author provides readers with a definition (paragraph 12, lines 2–3) to help them understand the lawyers' arguments.



The courtroom where Dred Scott's case was heard

11 Dred Scott's case was scheduled to begin on February 11, 1856, in the Supreme Court in Washington, D.C. The nine justices clothed in long black robes, sat in a row behind a long table at the head of the courtroom.

Reading Strategy
Analyze the Author's Purpose Why do you think the author provides a definition of the word *citizen*?

12 As the **arguments** began, important questions emerged: What does it mean to be a citizen? A citizen is a member of a country or state. A citizen can testify in court and is protected by the law. Can a slave be a citizen? Blair argued that Dred Scott was a citizen, so he had rights **guaranteed** by the Constitution. Geyer responded that slaves were not citizens, and that Scott had no right to be in the Supreme Court.

13 When the **arguments** were completed, the justices debated the details of the case in their private **chambers**. Finally, on May 12, 1856, the justices decided to hear the **arguments** again on December 15. The case had attracted the attention of several groups throughout the country. The **arguments** over Dred Scott's future were also at the center of heated debates between Northerners and Southerners. Republicans, slaveholders, and abolitionists all understood that the Court's decision would have a serious impact on slavery and its future in the United States.

chambers judges' private offices for discussing cases

Differentiated Instruction • Reading Comprehension

Scaffolding

Say: *The selection says that the justices decided to hear the arguments again. However, the author doesn't say why this is important. What do you think it means? Does it help to know that justices do not usually do this?* (The justices could not decide on an opinion.) *What conclusion can you draw from this?* (This was a very complicated case. The justices were having a difficult time writing the decision.)

Extension

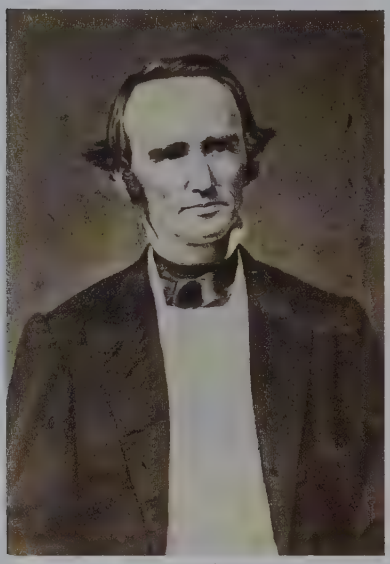
Say: *The selection says that the court's decision would have a serious impact. Think about United States history. What might have been the impact of this decision?* (Students may see that it was one of the events leading to the Civil War.)

14 On December 15, 1856, reporters and politicians crowded into the **courtroom** to hear the **arguments**. Again, the question of whether Dred Scott was a citizen arose. Montgomery Blair continued to argue that Scott was a citizen. Although black people had no rights in many states, some states (such as Massachusetts) gave free black people rights as citizens. If the state of Massachusetts recognized blacks as citizens, so should the United States government.

15 In Henry Geyer's response to Blair, Geyer stated that Dred Scott, as a black person, was not a citizen. Non-citizens did not have the full protection of the law because the law was for white people only. Black people could not sue another person in court, nor could they argue against a white person in court.

Reading Strategy

Analyze the Author's Purpose What state gave free black people rights as citizens? Why does the author include this detail?



Montgomery Blair argued Dred Scott's case.

Reading Check

1. **Recall details** Who went to the courtroom to hear the **arguments**?
2. **Recall facts** Why did Geyer say that Dred Scott was not a citizen?
3. **Explain** Do you think black people were treated fairly? Use examples from the reading to support your answer.

courtroom room used for holding a trial

Read the Selection

- **Preteach vocabulary** Explain the words *reporters* (people who write for newspapers), *politicians* (people who hold a government office), *arose* (appeared), *continued* (kept doing), *recognized* (agreed that something was true), *response* (answer), and *protection* (being kept safe).
- **Impress reading** Read the page aloud and have a fluent reader read along with you. Make sure to choose different readers each time you use this method.
- **Build background** ***Say:*** *Massachusetts gave free black people rights as citizens. Is this state in the North or the South?* (the North) ***Ask:*** *Why do you think Massachusetts gave free black people rights as citizens?* (It was not a slave state. The people of this state were against slavery.)
- **Interpret the image** Ask students to describe the image. ***Ask:*** *Who is this person?* (Montgomery Blair) *What role did he play in these events?* (He was Dred Scott's lawyer at the Supreme Court.)
- **Vocabulary development** Point out the word *non-citizen*, calling attention to the prefix *non-*. ***Say:*** *This prefix means "not." A* non-citizen *is someone who is not a citizen.*
- **Grammar preview** Have students identify the complex sentence in paragraph 15. ***Ask:*** What is the *independent clause?* (Non-citizens did not have the full protection of the law.) *What conjunction separates the dependent clause and the independent clause?* (because)

Reading Strategy

Analyze the author's purpose ***Say:*** *This detail is similar to the detail about federal courts on page 177. How are these details similar?* (The fact that Massachusetts gave free black people rights hints that it's possible Dred Scott might win his case. This creates suspense for the reader.)

Reading Strategy Answers

Massachusetts gave free black people rights as citizens. The author's purpose in including this detail is to explain Blair's reasoning about Scott being a citizen to readers.

Reading Check Answers

1. reporters and politicians
2. Geyer argued that Scott was not a citizen because Scott was black.
3. Answers will vary. Sample answer: It was unfair to make blacks into slaves and treat them as property. Blacks were not able to sue another person in court, nor could they argue against a white person in court. The laws were for white people only.

Home Connection

Making connections ***Say:*** *The Dred Scott decision would have a big impact on the United States and its people.* Have students find out an important issue to a family member. Have students write a paragraph about this issue, explaining why it is important and how it will affect the United States and its people. Ask students if they would like to share their paragraphs.

Social Studies Connection

Relate to personal experience ***Say:*** *The Dred Scott decision would affect the entire country. Sometimes a decision made by someone else affects us individually.* ***Ask:*** *Has a decision made by someone else ever had a big impact on your life? What was this decision? How did it affect your life?* Have volunteers relate a personal experience in which a decision made by someone else had a big impact on his or her life. Students should include what the decision was, and how it affected them.

Read the Selection

- **Preteach vocabulary** Explain the words *result* (something that happens because of something else), the *Constitution* (the laws that govern the United States), and *declared* (called or labeled).
- **Inquiry reading** Have students read silently to answer the question: *What was Blair's purpose in reminding the justices that Scott had lived in Illinois?* (Illinois was a free state. Scott had lived in Illinois for two years. Therefore, Scott was not a slave.)
- **Interpret the image** Ask students to describe the image. ***Ask:*** *Who is this person?* (Henry Geyer) *What was his part in these events?* (He was the lawyer who argued against setting Dred Scott free.)
- **Vocabulary development** Explain that the words *simply* and *case* have more than one meaning. ***Say:*** Simply *can mean "only" or "easily";* case *can refer to a "box," an "argument," or a "procedure in court."* Have students explain what these words mean in the selection.
- **Grammar preview** Have students identify the complex sentence in paragraph 16. ***Ask:*** *What is the independent clause in this sentence? What conjunction separates the clauses?* (The independent clause is: Geyer replied that Dr. Emerson and Scott had simply traveled through Illinois. The conjuction *because* separates them.)

Reading Strategy

Analyze the author's purpose ***Ask:*** *Why would the author want to show readers what each lawyer was thinking?* (It makes us feel as if we are in the courtroom. This helps bring the story to life and makes the story more exciting.)

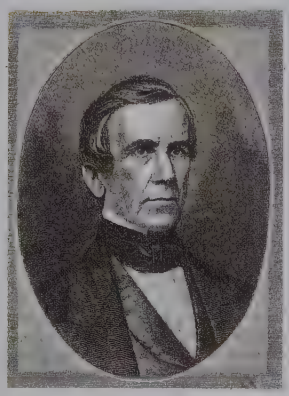
Reading Strategy Answers
By presenting both sides, the author is able to show readers how each lawyer responded to the other lawyer's arguments.

Reading Strategy

Analyze the Author's Purpose In this paragraph the author describes the reasoning behind both lawyers' **arguments**. Why does he do this?

16 In response to Geyer's **argument**, Blair decided to change **tactics**. He reminded the justices that Dred had lived in Illinois for two years. So, Blair asked, how could Dred Scott be a slave in a place where there was no slavery? Geyer replied that Dr. Emerson and Scott had simply traveled through Illinois because Emerson had no **intention** of living there. Blair reminded the Court that Sc had also spent three years living in the Wisconsin Territory. As a result, Scott and his family should be free because the Missouri Compromise **banned** slavery from the Wisconsin Territory.

17 At that moment, Henry Geyer made a **fateful** decision. He decided to argue that Scott was not free in the Wisconsin Territor because the Missouri Compromise **violated** the Constitution. Gey argued that the U.S. **Congress** had no right to **restrict** slavery fr the territories. Geyer's **argument** changed the case. Instead of simply ruling on one slave's freedom, the Supreme Court could decide the future of slavery in all of the territories. In h reply to Geyer, Blair pointed out that Congress had **banned** slavery in other territories, and no one had declared that decision **unconstitutional.** The **arguments** lasted for four days before they ended on December 19, 1856. Dred Scott, the lawyers, and the **spectators** would have to wait until the justices made a decision.



Henry Geyer argued against setting Dred Scott free.

tactics methods for achieving a goal
fateful having an important and often bad effect on future events
Congress national lawmaking body of the United States
restrict limit
unconstitutional against the principles set down in a nation's written constitution
spectators people who watch an event take place

Differentiated Instruction • Reading Comprehension

Scaffolding

Ask: *How did Henry Geyer change the nature of this case?* (The case started out as a decision about one slave's freedom. When Geyer changed his argument, he gave the Supreme Court the ability to decide the future of slavery in the United States.)

Extension

Ask: *How did Geyer's new argument make the case bigger?* (It was no longer a case about one slave. It was a case about slavery and the power of the American government.) Use a **Storyboard** or poster with students to track each stage of the arguments of the lawyers and the courts.

For three months, the nation waited while the nine justices argued among themselves. Was Dred Scott a citizen? Was the Missouri Compromise unconstitutional? Chief Justice Taney hoped to write a decision that would be supported by all of the justices on the Court. (Cases are decided by a majority vote.) Justice Taney **convinced** most of the justices to support his view of the case. With these justices in agreement, Taney wrote the Court's decision.

On March 6, 1857, the small courtroom was packed with reporters and spectators. Dred Scott, Montgomery Blair, and Henry Geyer stood silently as the justices entered the room and sat down. Exhausted from long hours of writing, Chief Justice Taney read the **opinion** in a weak and whispery voice. It took him more than two hours to read the fifty-five-page decision.

Reading Strategy

Analyze the Author's Purpose Why do you think the author mentions that cases are decided by a majority vote?



Spectators in the courtroom hear the arguments in *Dred Scott v. Sandford.*

Reading Check

1. **Recall details** How long did the Supreme Court justices argue among themselves before making a decision?
2. **Make inferences** Why did Taney read the decision in a weak and whispery voice?
3. **Speculate** How do you think Dred Scott felt right before Chief Justice Taney read the opinion?

opinion written decision in a court case in which one or more judges have the same view

Listening and Speaking Strategies

Clarify and support ideas with evidence and examples Have students prepare arguments on both sides of an issue, such as banning homework. Tell students to be prepared to argue both sides. By having them think of both sides, they will be able to anticipate and argue against an opponent's point of view. Emphasize the importance of providing support for their arguments and evidence and examples that prove their point. Have volunteers pick sides and present their ideas.

Social Studies Connection

Relate to personal experience In the United States, the courts often make decisions about government power. Have students discuss how the courts work in their country of origin. Have them ask an older family member for facts and opinions about how effective the courts are in that country. Have volunteers make a brief oral presentation to the class, describing what they learned.

Unit 3 • Chapter 2 Reading 1: Content

Read the Selection

- **Preteach vocabulary** Make sure students understand the words *majority* (more than half), *support* (be in favor of), *agreement* (having the same ideas or feelings), and *exhausted* (extremely tired).
- **Echo reading** Read the page aloud and have students reread each paragraph (or every few sentences) as an echo.
- **Draw conclusions** ***Say:*** *It took three months for the Supreme Court to make this decision.* ***Ask:*** *Why do you think it took so long?* (This decision would affect the entire country. The justices were trying to make the decision carefully.)
- **Interpret the image** Ask students to describe the image. ***Ask:*** *What is going on in this picture?* (People and the Supreme Court justices are listening to the arguments in the Dred Scott case.) *Does this picture tell how important the case was? How?* (The case was very important. You can see the crowd of spectators.)
- **Vocabulary development** Explain that there are words that sound just like *for, write, hour,* and *read.* (four, right, our, red) Remind students that words like these are called *homophones.*

Reading Strategy

Analyze the author's purpose ***Say:*** *A majority vote means that most people agreed. Why is this important?* (It means that one justice alone can't decide a case. Cases are discussed before a decision is made. It also emphasizes how important each Supreme Court decision is.)

Reading Strategy Answers

The author wants us to understand that Taney succeeded in getting most of the justices to support his view of the case. The majority vote wins the case.

Reading Check Answers

1. They argued for three months before deciding.
2. He was exhausted from long hours of writing.
3. Answers will vary. Sample answer: Dred Scott probably felt very nervous.

Read the Selection

- **Preteach vocabulary** Explain the words *intend* (mean), *created* (made), *establish* (make; bring into being), *reasoned* (thought that; decided), *deny* (forbid; not allow), *brief* (short), and *apply* (have to do with; affect).
- **Page, paragraph, or pass** Have a student read three sentences aloud, then pass the reading to the next student. Tell students that if they would rather not read out loud they can say "Pass" when it is their turn.
- **Interpret the image** Ask students to describe the image. ***Ask:*** *Who is this person?* (Roger Taney, the Chief Justice of the Supreme Court during the Dred Scott decision) *What role did he play in these events?* (He wrote the court's decision that Dred Scott was not a citizen.)
- **Grammar review** Have students identify the compound sentence in paragraph 21. ***Ask:*** *What are the independent clauses? What conjunction joins them?* (Taney reasoned that slaves were property */and/* the right to own property is guaranteed by the Constitution.)

Reading Strategy

Analyze the author's purpose ***Ask:*** *Why is Taney's view important to the story?* (It explains his decision.)

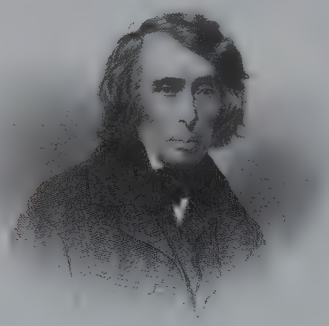
Reading Strategy Answers
The author presents Taney's view that slaves were property to help readers understand Taney's reasoning against Scott's freedom in the case.

20 Taney **addressed** the first question: Was Dred Scott a citizen? No, he answered. Taney explained that black people did not have the same rights as white people. The writers of the **Declaration of Independence** did not intend to include black people when they wrote "all men are created equal."

21 Taney addressed the next question: Was Dred Scott free because he lived in a territory where slavery was **banned** by the Missouri Compromise? No, Taney ruled, because the Missouri Compromise was a violation of the Constitution. Taney declared that Congress in 1820 had no right to establish the Missouri Compromise. Taney reasoned that slaves were property, and the right to own property is **guaranteed** by the Constitution. Congress could not deny slave owners the right to take their slaves with them wherever they went.

Reading Strategy
Analyze the Author's Purpose Why does the author present Taney's view that slaves were property?

22 Finally, Taney answered one last question: Was Dred Scott free because he lived in the free state of Illinois? No. Taney explained that Scott spent only a brief amount of time in Illinois. Since the state laws of Illinois did not apply in the state of Missouri, Scott became a slave again as soon as he returned to Missouri.



ROGER [illegible]

Chief Justice Roger Taney wrote the Supreme Court's opinion that Dred Scott was not a citizen.

addressed dealt with
Declaration of Independence written statement adopted by Congress in 1776 stating that the 13 North American colonies would govern themselves

Differentiated Instruction • Reading Comprehension

Scaffolding

Draw conclusions ***Say:*** *At this time, many people believed that black people did not have the same rights as white people. How does this compare with how people think today?* (Today people believe that everyone is equal and everyone has the same rights. People are not considered property.)

Extension

Say: *Taney said that the writers of the Declaration of Independence did not intend to include black people when they wrote "all men are created equal." Do you agree or disagree?* (Sample answer: I disagree, because the Declaration of Independence does not say "white men." Some students may argue that Jefferson owned slaves and so could not have meant to include them.)

Not all of the justices agreed with Taney's decision. Justice Benjamin Curtis wrote a separate decision, called a **dissenting** opinion. The next day (March 7), Justice Curtis read his opinion to the Court. He first argued that black people in several states in the Union **possessed** the rights of free citizens. Therefore, Taney's statement that black people were not citizens of the United States was wrong. Curtis then questioned Taney's decision that Congress could not **ban** slavery from the territories. Curtis argued that Congress had **banned** slavery from territories in the past. The Constitution gave Congress the right to make the laws within territories. Therefore, Curtis reasoned, the Missouri Compromise did not **violate** the Constitution. Dred Scott, Curtis concluded, should be free.

Reading Strategy

Analyze the Author's Purpose Why does the author tell readers about Curtis's opinion?

Justice Curtis's opinion, however, could not **outweigh** the other justices who supported Taney. Within weeks, Taney's opinion was printed in newspapers across the country. In the South, slave owners were thrilled that the Missouri Compromise no longer legally existed. The *Louisville* (KY) *Democrat* declared, "the decision is right, and the **argument** unanswerable." The *Constitutionalist* bragged, "Southern opinion upon the subject of slavery ... is now the law of the land." Other newspapers stated that resistance to the Dred Scott decision is "rebellion, treason, and revolution."



Reading Check

1. **Recall details** When did Justice Curtis read his dissenting opinion to the Court?
2. **Recall details** According to Justice Curtis, what gave Congress the right to make laws within the territories?
3. **Draw conclusions** What conclusion can you draw about how the South felt about the Dred Scott decision?

dissenting disagreeing with the beliefs or opinions of a majority
outweigh be more important or have greater value than something else

Cultural Connection

Relate to personal experience Discuss rights in the United States. ***Say:*** *In the 1800s few black people had rights as white people. Today rights apply to everyone equally, so long as they meet the requirements. For example, people cannot vote until they are 18. But everyone 18 or older is allowed to vote.* Have students discuss a right and tell how it applies to their lives.

Listening and Speaking Strategies

Identify persuasive techniques Give students an item such as a box or a piece of paper. Have groups come up with persuasive words and phrases to encourage someone to buy the item. Ask them to think of clever uses for the item. Have them come up with compelling reasons for why someone would want it. Then have students sell the item to the class. Discuss their persuasive techniques.

Unit 3 • Chapter 2 Reading 1: Content

Read the Selection

- **Preteach vocabulary** Explain the words *resistance* (action against something), *rebellion* (action against something), and *revolution* (action against something).
- **Silent reading with support** Have students work in small groups. Tell the students to read the page silently, but ask members of the group for help if they don't understand a word or information in the text.
- **Build background** ***Say:*** *Some justices disagreed with Taney's decision. A justice can write a disagreeing opinion. What is this called?* (a dissent) *However, the majority decision decides the case.* ***Ask:*** *What did Taney do to make sure his opinion would be the majority decision?* (He got four other justices to agree with him.)
- **Vocabulary development** Point out the words *Declaration* and *Constitution*. Explain that the *-tion* ending indicates a word is a noun. Have students identify the root word in *Declaration* (declare) and *Constitution* (constitute). ***Ask:*** *What other word on this page of the selection ends with -tion?* (violation) Explain that the suffix *-sion and -ion* are sometimes used instead *-tion*. Write the words *decision* and *opinion* on the board and point out the *-sion/-ion* endings.

Reading Strategy

Analyze the author's purpose ***Ask:*** *Why is it important that not all the justices agreed with Taney's decision?* (The author is telling the whole story; he has to tell us everything, or the book will not be accurate.)

Reading Strategy Answers
He tells readers about Justice Curtis's minority opinion to inform them that not all the justices agreed with Taney's decision.

Reading Check Answers
1. March 7,1857, the day after Taney read the majority decision
2. the Constitution
3. The South was very happy about the decision because it meant that slavery would not be banned in the territories. This meant that new states could be slave states and that the South could maintain its financial power.

Read the Selection

- **Preteach vocabulary** Explain the words *outrage* (great anger), *atrocious* (terrible), *wicked* (bad; evil), *abominable* (very bad), *loathing* (hatred), and *disgust* (bad feeling).
- **Independent reading with sticky notes** Have students read independently. Have them put a sticky note next to the word or text in question. Circulate among the students and help students with flagged material.
- **Interpret the image** Ask students to describe the image. ***Ask:*** *What is this a picture of?* (an announcement of a public meeting about the Dred Scott case) *Why did the author include this picture in the selection?* (to give readers a sense of public reaction to the case)
- **Vocabulary development** Point out the *-ous* ending on the words *atrocious* and *ferocious.* Explain that this ending is a common ending for adjectives.
- **Grammar preview** Have students identify the first compound sentence in paragraph 27. Have students identify the independent clauses and the conjunction. (Anti-slavery feeling throughout the North increased dramatically, */and/* thousands of Northerners joined the Republican Party.)

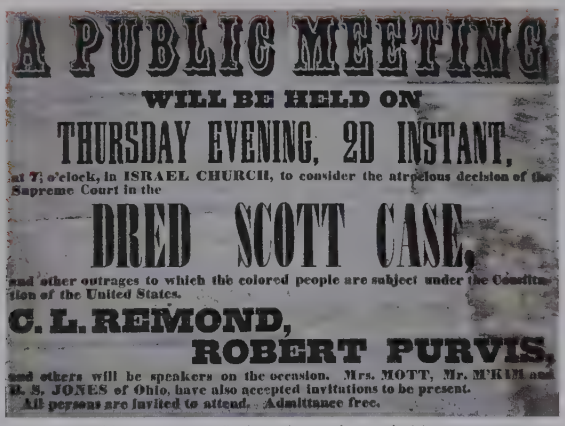
Reading Fluency

Reading Words in Chunks *The Dred Scott Decision,* paragraphs 27–29

Reading Strategy

Analyze the author's purpose ***Say:*** *The author wanted to point out how anger grew in the North after the Dred Scott decision.* Discuss why the author goes into more detail about reaction to this opinion.

Reading Strategy Answers
wanted to make clear that the decision increased slavery feeling in the North and set the basis for the Civil War.


A PUBLIC MEETING
WILL BE HELD ON
THURSDAY EVENING, 2D INSTANT,
at 7 o'clock, in ISRAEL CHURCH, to consider the atrocious decision of the Supreme Court in the
DRED SCOTT CASE,
and other outrages to which the colored people are subject under the Constitution of the United States.
C. L. REMOND,
ROBERT PURVIS,
and others will be speakers on the occasion. Mrs. MOTT, Mr. M'KIM and H. S. JONES of Ohio, have also accepted invitations to be present.
All persons are invited to attend. Admittance free.

Notice of a public meeting to talk about the Dred Scott decision

25 The Dred Scott decision did not receive the same reaction in the North. Cries of outrage filled the northern newspapers. Horace Greeley, editor of the *New York Tribune,* described the decision as "atrocious, wicked, and abominable." The *Chicago Democratic-Press* expressed a "feeling of shame and loathing." The *Chicago Tribune* was at a loss for words: "We scarcely know how to express our [disgust]."

26 Northern Republicans claimed that a southern **conspiracy** existed to make slavery legal throughout the country. In Ohio, the state **legislature** declared that any slave who entered Ohio would be freed immediately. Justice Curtis was so disappointed with Taney's opinion that he resigned from the Supreme Court.

Reading Strategy
Analyze the Author's Purpose What is the author's purpose for telling about the effects of the Dred Scott decision?

27 The Dred Scott decision did not achieve Taney's aim to preserve slavery. Instead, Taney drew ferocious criticism. Many Northerners believed the decision was a step toward making slavery legal throughout the United States. Anti-slavery feeling throughout the North increased dramatically, and thousands of Northerners joined the Republican Party. The reputation of the U.S. Supreme Court was shattered. The slavery issue remained unresolved, and the country drifted closer to civil war.

conspiracy plan between two or more people to do something illegal
legislature elected body of people with the power to make or change laws

Differentiated Instruction • Reading Comprehension

Scaffolding

Say: *Northern newspapers reacted differently than Southern newspapers. Why did they react so differently?* (The North was against slavery. Many people in the North wanted Dred Scott to gain his freedom and wanted slavery banned in the Territories.)

Extension

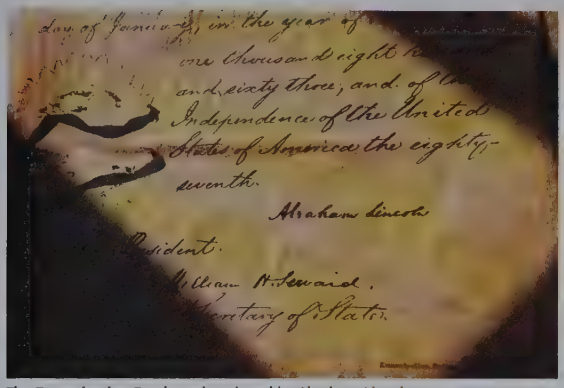
Say: *The selection says that after the Dred Scott decision, the country drifted closer to civil war. Why do you think this happened?* (Slavery was dividing the country. The North lost its faith in the Supreme Court. After the decision, the country was even more divided and people were angrier about slavery.)

After the Civil War began in April 1861, President Abraham Lincoln and Republican members of Congress treated the Supreme Court as if it didn't exist. Ignoring Taney's **feeble** protests, the Republicans abolished slavery from all of the western territories in 1862. Later that year, President Lincoln made a decision that surprised even his closest supporters—he issued the Emancipation Proclamation, which freed slaves in most states. By that time, however, it was too late to help Dred Scott.

In May 1858, Taylor Blow, a **descendant** of Dred Scott's original owner, Peter Blow, took possession of Scott and his family and set them free. The **courageous** slave who had fought so long and so hard for his freedom was finally free. Dred, however, could enjoy his freedom for only a short time. He died on September 17, 1858.

Reading Strategy

Analyze the Author's Purpose What is the author's purpose for telling about the Emancipation Proclamation?



The Emancipation Proclamation signed by Abraham Lincoln

Reading Check

1. **Recall facts** How did President Abraham Lincoln and Republican members of Congress treat the Supreme Court after the Civil War began?
2. **Make inferences** How did Taylor Blow most likely feel about slavery?

feeble weak
descendant person related to someone who lived in the past
courageous brave

Social Studies Connection

Discuss examples ***Say:*** *Just as the issue of slavery divided the country years ago, other issues divide our country today.* Have students look through newspapers to find stories about current issues that are dividing the nation. Have students bring their stories to class. Ask volunteers to share their articles with the class. Discuss why these issues are so divisive.

Classroom Management

Assess Be aware that some topics may bring up negative feelings and bad memories. Some topics also have the potential to evoke insensitive or offensive comments. Carefully monitor class discussion. Be sensitive to students' discomfort. If a student says something insensitive or offensive, gently point out a different way to express the argument. Steer the discussion into other areas. Speak to that student privately rather than in front of the entire class.

Unit 3 • Chapter 2 Reading 1: Content

Read the Selection

- **Preteach vocabulary** Explain the words *protests* (statements or actions against something), *emancipation* (making someone free), and *proclamation* (an official statement).
- **Vocabulary development** Review the noun endings *-tion* and *-ion*. ***Ask:*** *What words on this page of the selection have these endings?* (proclamation, emancipation, and possession) *What are the root words of each?* (proclaim, emancipate, possess)
- **Tapping reading** Start reading the page aloud. As you read, tap a student on the shoulder and have him or her join in reading aloud. Continue tapping students until as many students as possible have a chance to read.
- **Build background** ***Say:*** *The selection says that Lincoln's decision to free the slaves surprised even his closest supporters.* ***Ask:*** *What does this tell you about attitudes toward slavery at this time?* (This shows how accepted slavery was by many people.)
- **Interpret the image** Ask students to describe the image. ***Ask:*** *What is this a picture of?* (the Emancipation Proclamation) *What did the Emancipation Proclamation do?* (It freed the slaves in most of the United States.) *Why did the author choose to show this part of the Emancipation Proclamation?* (It has President Abraham Lincoln's signature.)

Reading Strategy

Analyze the author's purpose ***Ask:*** *Why was the Emancipation Proclamation important?* (It ended slavery in most states.) *What did it have to do with the Dred Scott case?* (It ignored Justice Taney and the Supreme Court decision on the case.)

Reading Strategy Answers
It concludes the story by telling that the Supreme Court ruling was ignored by the president of the United States and Republican members of Congress. Slavery was abolished.

Reading Check Answers
1. They treated the Supreme Court as if it didn't exist.
2. Answers will vary. Sample answer: He was probably against slavery, since he set both Dred Scott and Scott's wife, Harriet, free in 1858.

Apply the Reading Strategy

Analyze the Author's Purpose

- **Preteach** Remind students that author's purpose means the reason why an author wrote a particular piece.
- **Apply** Have students look through magazines and newspapers for photographs with captions. Have students select a photograph and share the photographer's (author's) purpose with the class.

Answers

1. Detail: Dred Scott lived with Emerson in Missouri or about four years, in Illinois for two years, in the Wisconsin Territory for one year. Author's pose: To inform readers of important background ation to help them understand the court case. Field hated slavery. Author's Purpose: To readers understand why Field helped Scott. The author describes Geyer's decision as rateful." Author's Purpose: To show how the mportance of the case grew and to inform readers t the decision affected the situation in a very big rd negative) way.
2. author's main purpose is to inform readers about the Dred Scott case. The tone of his article is cus. and the article is full of detailed information out the case and its historical importance.

ademic Vocabulary

Vocabulary for the Reading Comprehension Questions

itional Routine for Vocabulary

r Resources: Graphic Organizers: . Vocabulary Log

Connections

onclusion *(termination, eventuality, finale, culmination)*

entify *(pinpoint, determine, diagnose, establish)*

ve students use **Word Webs** to understand e word connections.

- **Preview** Explain that knowing these words will help students understand the Reading Comprehension Questions on page 187.
- **Understand academic vocabulary** Read the chart to students. Discuss how the visual cues can help with comprehension.

Checkpoint Answers

Answers will vary. Sample answer: *I see my friend Samantha wearing a heavy sweater. It must be cold today.*

Answers will vary. Sample answer: Students may identify buildings such as *hospital, post office, school*

After Reading 1

Apply the Reading Strategy

Analyze the Author's Purpose

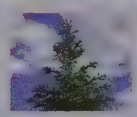
Now complete the Reading Strategy graphic organizer.

1. Review the **Reading Strategy** on page 173 and copy the chart.
2. Fill in the chart with details from the reading. Consider the author's thought **process.** How did he want readers to react?
3. When you finish your chart, determine the author's purpose for writing. Explain why your reasoning is **valid.**

Detail from Text	Author's Purpose
He was born into slavery in Virginia sometime around 1800.	To inform readers of important background information to help them understand the court case.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
conclusion *noun*	something you decide is true after thinking about it carefully	Every time I see Cheng, he is reading a different book. I have come to the **conclusion** that he loves to read.	
identify *verb*	to recognize something and be able to say what it is	I can **identify** 10 different kinds of trees.	

Draw a picture and write a sentence for each word.

Checkpoint

1. Look at how the people in your class are dressed today. What **conclusion** can you draw about the weather based on their clothes?
2. **Identify** three buildings in your town.

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Remind students that authors may have different purposes for writing. Have students gather books and publications and identify the author's purpose for writing each.

Extension

Say: The Dred Scott Decision *was written to inform. Pretend you are rewriting it to entertain. Think of how you would tell the story differently.* Have students rewrite one section of the story as if they were writing a novel. Discuss how the details they write might be different.

Reading Comprehension Questions

Think and Discuss

1. **Explain** Why did Dred Scott say he should be free?
2. **Describe** Describe Chief Justice Taney's view of abolitionists.
3. **Identify main ideas** What are the main ideas of this reading? Use three Key Vocabulary words in your answer.
4. **Draw conclusions** Where in the country do you think African Americans were treated more fairly? Why?
5. **Compare and contrast** Compare and contrast the reaction to Chief Justice Taney's opinion in the North and in the South.
6. **Revisit the Reading Focus Questions** Go back to page 174 and discuss the questions.

Workbook page 132

Independent Practice CD-ROM/Online

Text Element

Chronological Order

Chronological order is the order in which events happen. Knowing the chronological order can help you find information in a text and remember what you read. You can make a timeline to show the order of events in a text.

Review the events in the Dred Scott court case, starting with when Dred Scott first filed a petition (April 6, 1846).

1. List major events in the Dred Scott case in chronological order.
2. On a blank sheet of paper, draw a horizontal line.
3. List each event in chronological order on the timeline from left to right.

April 6, 1846:
Dred Scott petitions for his freedom

1850:
Missouri state court awards the Scotts their freedom

Checkpoint

1. How can listing events in chronological order help you understand a text?
2. Create a timeline showing the major events of your life in **chronological order**.

Workbook page 133

Independent Practice CD-ROM/Online

Arts Connection

Connect Have students create a picture or a collage illustrating some aspect of the selection, for inclusion in the selection. Tell students to write titles for their collages. Also have students explain their purpose for including each illustration in their collages.

Reteach and Reassess

Scaffolded instruction Review author's purpose to reinforce and assess understanding. Have students identify the different types of author's purpose (to inform; to entertain; to persuade; to instruct). Write each on the board. Have students identify the main characteristics of each. Name different types of publications (a fairy tale; a novel; a pamphlet, a letter to the editor, etc.), and write each genre under the author's purposes on the board.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. Dred Scott said he should be free because he had lived in a free state and a free territory.

"Think and Search"

2. He viewed abolitionists as radicals with the intention of destroying the rights of Southerners.
3. The Dred Scott case declared that black people living in the United States could not be citizens and could be **possessed** as slaves. In its opinion, the Supreme Court said that the Constitution **guaranteed** slaveholders their property rights. The Supreme Court also said that the Missouri Compromise **violated** the Constitution, and did not have the right to **ban** slavery in the territories.

"Author and You"

4. They were treated more fairly in many northern states where free blacks had rights as citizens.

"On Your Own"

5. The people of the South were pleased while in the North the reaction was one of outrage.

Revisit the Reading Focus Questions

6. Answers are found on page 174.

Text Element

Chronological Order

Clarify ***Say:*** *In chronological order, or time order, events are told in the order in which they happened. Some words that indicate order are* first, next, *and* last.

Reading Fluency

Paired Reading Text Element

Text Element Answers

1. Students may include the following events:
   - April 6, 1846—Dred Scott petitions the Missouri state court for his freedom.
   - 1850—Missouri state court awards the Scotts their freedom.
   - 1852—Missouri Supreme Court hears the Scotts' case.
   - November 2, 1853—Roswell Field files suit in U.S. federal court.
   - February 11, 1856—Scotts' case scheduled to begin in the Supreme Court in Washington, D.C.
   - December 15, 1856—lawyers argue in the Supreme Court for a second time.
   - March 6, 1857—The Supreme Court rules against Dred and Harriet Scott.

Checkpoint Answers

1. It can help you find information in a text and remember what you read.
2. Answers will vary.

About the Reading

Relate to personal experience ***Ask:*** *Every big decision changes your life. Do you ever wonder how your life might have been different if you had made a different choice?* Ask volunteers share their experiences with the class.

Build Background

New England Countryside

- **Pre-assess** ***Ask:*** *Who has taken a walk in a large forest or woods? Describe what you saw and heard.* (Sample answer: There are tall trees all around you and you can't see very far ahead. You hear birds and rustling leaves.)
- **Teach** ***Ask:*** *How do you know when a path has been used by many people?* (The grass is worn away. The path is easy to follow.) *If a path is not used often, what happens?* (Grass will grow on it and it becomes harder to see.)

Reading Fluency

Integrated Reading Build Background

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Instructional Routine for Vocabulary

Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

age *(boyhood, girlhood, childhood, infancy)*
or *(century, date, era, interval)*
difference *(contrast, distinction, inequality, separateness, variation)*
equally *(alike, identically, similarly, uniformly)*
rather *(somewhat, relatively, alternately)*

Have students use **Word Webs** to show relationships between words in the Word Connections

Practice Have pairs write the vocabulary words on separate pieces of paper. Have one student hold up the papers, one word at a time. Have the other student give the definition of the word. After one student has defined all the words, have students switch roles.

Checkpoint Answers
Answers will vary. Sample answer: There is a big difference between my poem and yours. We must read the readings equally.

Before Reading 2

The Road Not Taken
Saying Yes

About the Reading

Reading 2 includes two poems. "The Road Not Taken" is a poem about choices we make as we move through life. "Saying Yes" is a poem about an American's desire to not be asked to choose between her Chinese heritage and her American heritage.



Build Background

New England Countryside

The poet Robert Frost lived for many years in New England, a group of six states in the northeastern part of the United States. Frost's poetry often paints pictures of the New England countryside.

Much of New England is covered with woods, or large areas covered with tall trees. Each year, in September and October, the green leaves of many trees change to bright red, orange, and yellow. In Frost's time, there were many simple dirt roads through these wooded areas.

Key Vocabulary

- age
- difference
- equally
- rather

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Read each sentence. Look at the **highlighted** word. Use the context to determine the meaning of the word.

1. The **age** when kings ruled most countries ended long ago.
2. It will not make a **difference** whether you choose pink or red.
3. Mr. Simmons treats all his students **equally**.
4. Sam would **rather** stay home than go to the mall.

Checkpoint
Write a sentence using the word **difference** and another sentence using the word **equally**.

Vocabulary Log | Workbook page 134 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

1. At what age did you learn to read? (Sample answer: 5 years old)
2. What is one difference between a boy and a girl? (Sample answer: clothing styles)
3. Name two things that are not equal. (Sample answer: children and adults)
4. Would you rather drink milk or juice? Why? (Sample answer: I would rather drink milk because juice is too sweet.)

Extension

Have students write definitions for the vocabulary words in their own words. Then have them provide sample sentences that explain the words in context.

Reading Strategy

Recognize Symbols

Poems often contain **symbols** that make the writing rich. A **symbol** is an object that represents something else. For instance, a dove is often used as a symbol for peace. Notice how the authors of the poems use symbols in their writing.

Text Genre

Poetry

"The Road Not Taken" is an example of **rhyming poetry.** Rhyming poetry uses words that rhyme, or have the same sound at the end of the lines. Each line usually is about the same length. Each stanza, or group of lines, often has the same number of lines.

In **free verse poetry,** such as "Saying Yes," the lines usually do not rhyme. Lines may have different numbers of words. Often each stanza has a different number of lines.

element	rhyming poetry	free verse poetry
rhyming words at the ends of lines	yes	not usually
lines of about the same number of syllables	yes	no
stanzas with the same number of lines	usually	not always

Meet the Authors



Robert Frost was born in San Francisco, California, in 1874. He wrote his first poems as a high school student. In October 1900, he moved to New Hampshire. Frost died in 1963.

Diana Chang's work reflects her cultural heritage. She is Chinese-American and was born in New York City. She spent most of her childhood in China but returned to New York.



Reading Focus Questions

As you read, think about these questions.

1. How do these poems relate to the theme of "choices"?
2. What were the authors' purposes in writing the poems?

Checkpoint

1. Why do poets use **symbols**?
2. What is an element of **rhyming poetry**?

Workbook pages 135–136

Independent Practice CD-ROM/Online

Social Studies Connection

Map skills Have students use a map to locate New England. Have them trace the states that make up New England. (Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island)

Cultural Connection

Making connections Explain that Robert Frost lived in New England. He wrote poems about the world around him. ***Say:*** *If you were writing about your hometown, how would you describe it?* Have students write describing words, and then shape them into a poem about where they come from.

Unit 3 • Chapter 2 Before Reading 2

Reading Strategy

Recognize Symbols

Preteach ***Say:*** *A symbol is something that stands for something else. Can you think of a symbol for the United States?* (the flag; the bald eagle) *Poets often use symbols in their poems. Suppose a poem is about struggling up a mountain. How might the mountain be a symbol?* (Sample answer: a difficult journey or task)

Text Genre

Poetry

- **Preteach** Explain the following words and concepts: *rhyming* (using the same ending sounds in lines of poetry), *syllable* (a part of a word), *stanza* (a section of a poem), and *free verse* (poetry that does not rhyme).
- **Teacher modeling** Ask questions to identify the features of poetry. ***Ask:*** *How do you know when you're reading a poem?* (Poems use rhythm; sometimes the words rhyme.)

Meet the Authors

Robert Frost and Diana Chang

Explain authors' backgrounds ***Say:*** *When Robert Frost was a young man, he moved to a farm in New Hampshire. Many of Robert Frost's poems are about nature. He also wrote poems about making decisions.*

Say: *Diana Chang was born in New York City. When she was a child, she lived in China. She experienced life in China and the United States.*

Reading Focus Questions

Identify the theme As students read, have them think about how these poems are about choices.

Reading Focus Questions Sample Answers

1. "The Road Not Taken" connects to the theme of choices because it is a poem about the choices we have and the decisions we make in life. "Saying Yes" connects to the theme of choices because the author chooses to embrace both of the cultures in which she has grown up.
2. Frost's purpose was to express that our choices are important in shaping our lives. Chang's purpose was to express her decision and her desire to be known as both Chinese and American.

Checkpoint Sample Answers

1. Poets use symbols to create pictures or images, and to help bring their ideas to life.
2. Rhyming poetry uses words that have a similar sound at the ends of lines.

Read the Selection

CD 2, Track 5 (optional)

Instructional Routine for Reading
page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Preteach vocabulary** Have students look at the word *worn* in stanza 2. Explain that *worn* here means *trampled from use.*
- **Prereading** Have students identify the title and author of the poem. ("The Road Not Taken"; by Robert Frost) Ask students to make predictions about poem based on the title. (It's about a journey; it is about a choice the poet made.)
- **Reading aloud** Read aloud as students follow along in their own text.
- **Interpret the image** Ask students to describe the image. ***Ask:*** *What do you see?* (a road through the woods) *Are there people in the picture?* (no) *What kind of road is it?* (a dirt road) After students read the poem, ***ask:*** *Which road is this?* (the well-worn road that everyone else took)
- **Vocabulary development** Call students' attention to the words *where* and *wear.* Explain that these are homophones.

Reading Fluency

Oral Reading "The Road Not Taken," stanzas 1–4

Reading Strategy

Recognize symbols ***Ask:*** *What might a road be a symbol of?* (People travel on a road. People also travel on "the road of life." Each kind of road leads on to an ending.)

Reading Strategy Sample Answer
I think that the two roads are a symbol for choices made about life.

Reading 2
Literature

The Road Not Taken

by Robert Frost



Reading Strategy
Recognize Symbols
Do you think that the two roads are a symbol for something else? If so, what?

1 Two roads **diverged** in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the **undergrowth;**

2 Then took the other, as just as **fair,**
And having perhaps the better **claim,**
Because it was grassy and wanted **wear;**
Though as for that the passing there
Had worn them really about the same,

diverged separated and went in different directions
undergrowth tangled plants growing under trees
fair pleasant
claim reason to take it
wear use for a long period of time

Differentiated Instruction • Reading Comprehension

Scaffolding

Help students think about what they have read. ***Ask:*** *What happens in the first stanza of the poem?* (The poet comes upon two roads. He has to decide which to take.) ***Ask:*** *What happens in the second stanza of the poem?* (He decides to take the second road because it isn't used as much as the first.)

Extension

Ask: *Based on what you've read so far, what do you think the rest of the poem is going to be about?* (Sample answer: The poet will wonder what might have happened if he took the other road.)

And both that morning **equally** lay
In leaves no step had **trodden** black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere **ages** and **ages hence:**
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the **difference.**

Reading Strategy

Recognize Symbols
What does the road "less traveled by" represent?



Reading Check

1. **Recall details** How many roads does the author talk about in this poem?
2. **Use context** What does the word *diverge* mean in this poem?
3. **Make inferences** What does the author mean by "ages and ages"?

trodden stepped on
hence later from the present time; the future

Arts Connection

Explain symbols Have students create a picture that illustrates the poet at the fork of two roads. Have them think of what is at the end of both those roads for the person in the picture and show two different endings.

Writing Strategies

Include facts and details Have students think about a decision they made. ***Ask:*** *Was a decision made for you that changed your life?* Have students think about how their lives might have been different had a different choice been made. Have them write where they think they would be and what they would be doing had the choice been different.

Read the Selection

- **Reading aloud** Read aloud as students follow along in their own text.
- **Interpret the image** Ask students to describe the image. ***Ask:*** *What do you see?* (a man standing on a mountain top) ***Ask:*** *Do you think it is important that he is all alone?* (Students should see that the road less taken makes for a lonelier life. However, it has compensations such as this wonderful view of the world at his feet.)
- **Vocabulary development** Call students' attention to the phrase *And both* in the first line of stanza 3. ***Ask:*** *What does* both *refer to?* (roads) Explain that the poet is using the word *both* so he doesn't have to repeat the words *roads.* ***Say:*** *The poet uses other substitutes for* road *in the poem.* ***Ask:*** *What word or phrase is used for* road *in the third line of stanza 3?* (the first) ***Ask:*** *What word or phrase is used for* road *in the next-to-last line of the poem?* (the one)

Reading Strategy

Recognize symbols ***Ask:*** *Which road did the poet take?* (the less traveled road) *Which road do you think more people take?* (the other road; the one worn flat from many people using it)

Reading Strategy Answers
The road that fewer people took. Choices that please individuals but not many people would make them.

Reading Check Answers
1. two
2. separated and going in different directions
3. far in the future

Read the Selection

CD 2, Track 5 (optional)

- **Prereading** Have students identify the title and author of the poem. ("Saying Yes"; by Diana Chang) Point out the ellipses in stanzas 3 and 4. Explain that these three dots are called an *ellipsis.* They show that a sentence has been left unfinished. ***Ask:*** *Why might someone not finish a sentence?* (The person is interrupted. The person doesn't know what to say next.)
- **Reading aloud** Read aloud as students follow along in their own text.
- **Interpret the image** Ask students to describe the image. ***Ask:*** *What do you see?* (two women talking) *Why might this photo have been chosen for this poem?* (The women are having a conversation; one must be saying yes.)
- **Vocabulary development** Call students' attention to the words *neither-nor.* Explain that that these words represent a choice. Explain that *neither-nor* means *not being able to have either thing.*

Reading Strategy

Recognize symbols ***Ask:*** *What are homes?* (places people have lived in) *Why does the poet mention more than one home?* (She has lived in more than one place.)

Reading Strategy Answers
Homes refers to the different places that the poet has called home. These places could also be countries: China and the U.S.

Saying Yes

by Diana Chang

1 "Are you Chinese?"
"Yes."

2 "American?"
"Yes."

3 "*Really* Chinese?"
"No . . . not quite."

4 "*Really* American?"
"Well, actually, you see . . ."

5 But I would **rather** say
yes.
Not neither-nor,
not maybe,
but both, and not only

Reading Strategy
Recognize Symbols
What does the word "homes" in stanza 6 represent?

6 The homes I've had,
the ways I am

7 I'd **rather** say it
twice,
yes.



Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Review the characteristics of *historical nonfiction* (a story about real people and events from the past) and *poetry* (rhyming or free verse that uses symbols). Have students identify the features of both genres.

Extension

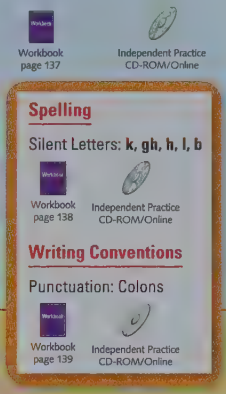
Explore the shared theme of choices and making decisions. ***Say:*** The Dred Scott Decision, *"The Road Not Taken," and "Saying Yes" all have to do with choices and decisions.* ***Ask:*** *What decisions had to be made in each?* (Sample answers: whether to allow slaves to be free and citizens, whether to take one road or another, whether to declare oneself one nationality or another) Have students make a three-column comparison chart to list the choices made in each.

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** What are the two cultures of the narrator in the Diana Chang poem?
2. **Identify themes** What is the theme of "The Road Not Taken"?
3. **Interpret** How do you think the narrator of "Saying Yes" would describe her identity?
4. **Understand author's purpose** What purpose did the authors have in writing these poems?
5. **Compare your experiences** Describe an experience you have had that you can compare to Diana Chang's experiences.
6. **Revisit the Reading Focus Questions** Go back to page 189 and discuss the questions.



Connect Readings 1 and 2

You have read two readings on the theme of choices. Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the text genre?	Which reading uses chronological order and which uses symbols?	What is the author's purpose—to inform, to persuade, or to entertain?	How does each reading present the concept of choices?
THE DRED SCOTT DECISION				
The Road Not Taken Saying Yes				

2. With a partner, ask and answer these questions.
   a. What kinds of choices do the authors of these readings describe? How are these choices alike or different?
   b. Imagine that Dred Scott is reading one of the two poems. What do you think he would say about it?
   c. Which image from one of the poems did you relate to the most? Which **argument** in *The Dred Scott Decision* did you find most persuasive?
3. **Revisit the Chapter Focus Question** How do choices that we make affect our present and future? Use examples from "The Road Not Taken," "Saying Yes," and *The Dred Scott Decision* to answer this question.

Listening and Speaking Strategies

Choose a preference Have students think about the readings in this chapter. Ask which genre they would prefer in writing about themselves. Would their lives be more interesting as historical nonfiction? Would it be more interesting to use the symbols and features of poetry? Let students discuss their preferences and give reasons. (I would prefer historical nonfiction because I like dates and facts. I am a practical person.)

Cultural Connection

Opportunities for application Have students discuss how they feel about having two cultures. They might feel more strongly connected to one. They may be struggling to find their place in their new culture. Give students the opportunity to write in a journal. Ask volunteers to share their thoughts with the class. (My family speaks Vietnamese at home and my local stores are owned by Vietnamese people. I want to speak English in class and Vietnamese at home.)

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. Chinese and American

"Think and Search"
2. Answers will vary. Sample answer: The theme is about how decisions affect our lives.
3. Answers will vary. She would describe herself as Chinese-American or American-Chinese.

"Author and You"
4. Answers will vary. Sample answer: Frost wanted to express his ideas about the decisions we make in life. Chang wanted to express her feelings about her decision to embrace both cultures.

"On Your Own"
5. Answers will vary. Students will relate some aspect of their lives to that of Diana Chang.

Revisit the Reading Focus Questions Answers
6. Sample answers are found on page 189.

Spelling

See Workbook page 138 for activities about silent letters *k, gh, h, l, b.*

Writing Conventions

See Workbook page 139 for activities about colons.

Connect Readings 1 and 2

Preview This activity guides students to see the relationship between historical nonfiction and poems on the same theme.

Connect Readings 1 and 2 Answers

1. ***The Dred Scott Decision:*** historical nonfiction; uses chronological order; to inform and persuade readers about importance of these events; answers will vary.
   "The Road Not Taken"/"Saying Yes": poetry; uses symbols; to entertain and to express ideas; answers will vary.
2. a. The main decision in *The Dred Scott Decision* was whether the Supreme Court would decide if Dred Scott had rights as a U.S. citizen. Chang's poem looks at choices people have and decisions they face if they are from different cultural worlds. Frost describes life choices and how they change can our fate.
   2. b. Answers will vary. Sample answer: If Scott read "The Road Not Taken," he would connect with it because by going to court to win his freedom he really did take "the road less traveled by."
3. Sample answer: Frost compares "The Road Not Taken" to our path in life. Everyday choices may not seem great when we make a decision, but each decision we make can shape our future. In "Saying Yes," Chang chooses to be both Chinese and American. This decision affects her life and her conversations with people. *The Dred Scott Decision* influenced not only one slave's freedom, but also the future of the United States.

Listening and Speaking

Describe Poetry

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Preteach vocabulary** ***Say:*** *A characteristic is a feature of something. For example, if you have black hair, that is one of your physical characteristics.*
- **Vocabulary review** Remind students to use Key Vocabulary and Academic Vocabulary words in their descriptions of poetry whenever possible.
- **Listening and speaking strategies** Remind students to make eye contact when answering questions, and to speak in full sentences. Also remind students to speak loudly so they can be heard, and to speak clearly so they can be understood.

Listening and Speaking Sample Answers

1a. A stanza is a group of lines in a poem.
1b. Free verse poetry does not rhyme or have the same number of syllables in its lines.
2b. "Yes" is repeated in "Saying Yes." End rhymes are the noticeable sounds in "The Road Not Taken," such as wood/stood/could, fair/wear/there.
2c. Notes may include ending rhyming sounds.
3a. "The Road Not Taken" is a rhyming poem.
3b. It uses symbols to describe a choice; "Saying Yes" is free verse. It explores a difficult cultural problem for the poet.
3c. The poet probably thought a particular form would express his or her ideas better. Both are simple and clear poems expressing choices.
4a. Answers will vary. Students answers should critique the three statements about the poem discussed in 3a. They should describe what these forms and symbols reveal about the meaning of the poem.

Phrases for Conversation

Discussing a Poem

Vocabulary strategies Remind students that these words and phrases relate directly to poetry. Review other words and phrases that relate directly to poetry: *symbol, rhythm, rhyming* or *lyric poem,* and *poet.* Also remind students to use other words and phrases that relate to literature, such as *theme* and *author's purpose.*

Reading Fluency

Reading Words in Chunks Listening and Speaking

Phrases for Conversation

Discussing a Poem

This poem is written in free verse.
This poem has _____ stanzas.
I think the author meant . . .
Lines _____ and _____ of this poem rhyme.
The main idea of the poem is . . .

Listening and Speaking

Describe Poetry

Describing the characteristics of a poem's form can help you understand the poem. Work with a partner to describe one of the poems from the chapter.

1. With your partner, write down some of the characteristics of poetry you learned about in the chapter. Answer the following questions.
   a. What is a stanza?
   b. What is the **difference** between a free verse poem and a rhyming poem?
2. Choose one of the poems from this chapter.
   a. One partner should read the poem aloud.
   b. What are some of the sounds you hear in the poem? Do you hear rhythm or rhyme?
   c. Take notes on what you hear in the poem.
3. Describe the poem you chose.
   a. Take turns with your partner making statements that describe your poem. For example, one statement might be "'Saying Yes' is written in free verse."
   b. Discuss each statement with your partner. Why do you think the author chose to use the form he or she did?
   c. Write down three of the statements about your poem. For each statement, write down what you think it reveals about the meaning of the poem.
4. Present your statements to the class.
   a. Take turns with your partner speaking to the class.
   b. Tell the class about the characteristics you identified in the poem and what you feel they reveal about the poem.

Reading Fluency

Reading Poetry Aloud

When you read a poem aloud, you can use pacing, expression, and intonation to help listeners understand the poem better. Pacing describes the speed at which you read. Expression is the feeling you put into your voice while reading. Intonation is the level and sound of your voice.

Differentiated Instruction • Listening and Speaking

Scaffolding

Say: *Take a few minutes to think about both poems in this chapter. Go over both poems in your head. What do you remember best about each poem? This exercise can help you understand a poem better. It will also help you to see what part of the poem really appealed to your feelings.*

Extension

Ask: *What are the two types of poems we read in this chapter? (rhyming poem; free verse poem)*
Say: *There are other types of poems as well.* Have students find another type of poem and share an example with the class. This would be a good place for students to bring poems from their home culture into class.

1. Choose one of the poems from the chapter.
   a. Practice reading the poem aloud with expression.
   b. Make sure you vary your pacing and intonation, the rise and fall of your voice.
2. Recite your poem to a partner.
   a. Your partner will listen and give feedback about what was good about the reading and what could be improved.
   b. Take your partner's suggestions to improve your reading.
3. Perform your poetry reading for the class.

Vocabulary Development

Denotative and Connotative Meanings

The **denotative meaning** of a word is its actual meaning. The **connotative meaning** of a word is the images or feelings we attach to the word.

1. Read the words taken from the poems and their denotative and connotative meanings below.

Word	Denotative Meaning	Connotative Meaning
road	a path used for traveling	life, journey
morning	the time of day from sunrise to noon	new beginnings, birth

2. Copy the chart. Then, with a partner, read the denotative and connotative meanings to come up with the missing words.

Denotative Meaning	Connotative Meaning	Word
1. a large African cat	strength, courage	lion
2. the house you live in	a place where you feel comfortable	
3. the color of a clear sky	cold, ice	
4. energy you get when you strike a match	anger, passion	

Checkpoint

1. If you were to look up a word in the dictionary, would you find the word's **denotative** or **connotative** meaning?
2. Choose a word from the chart. Write a sentence using the word with its denotative meaning. Then write another sentence using the word with its connotative meaning.

Vocabulary Log | Workbook page 140 | Independent Practice CD-ROM/Online

Arts Connection

Relate to personal experience Have students bring in a favorite poem or traditional song. Ask them to write a paragraph expressing what the poem is about and what they like about it. Have students read their poem or song lyric aloud. When they are finished reading the poem, they should read the paragraph they have written about it.

Reteach and Reassess

Review characteristics of poetry. ***Ask:*** *What are the characteristics of poetry that we have learned about?* As students name each characteristic, write it on the board. Have students give examples of each from one of the poems in the chapter or the poems students read to the class.

Reading Fluency

Reading Poetry Aloud

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

- **Preteach vocabulary** Explain *pacing* (how fast or slow you read, when you pause and for how long), *expression* (the feeling and emotion you put in your voice), and *intonation* (the rise and fall or your voice, and the emphasis you put on certain words). To be sure students understand the words and concepts, ask volunteers to define each one in their own words, and to give an example of each.
- **Read aloud with appropriate pacing, intonation, and expression** Remind students to pay attention to their pacing, intonation, and expression as they read. Remind students to follow along as you read, and to pay attention to where, when, and for how long you pause. Remind students to also pay attention to how you group words together as you read. Have the class and read the same passage aloud with you and try to match your pace, intonation, and expression.

Reading Fluency

Paired Reading Vocabulary Development

Vocabulary Development

Denotative and Connotative Meanings

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Preteach vocabulary Remind students that *denotative meaning* refers to the exact, dictionary meaning of the word. ***Say:*** *The word* night *denotes, or means, the end of the day, or the time when it is dark. Connotative meaning* means a word has a second, more poetic meaning. ***Say:*** *The word* night *could mean the end of something. If we say, "Night has fallen on Paul's hopes and dreams," we are suggesting that Paul's hopes and dreams have come to an end.*

Vocabulary Development Answers
2. home; 3. blue; 4. fire

Checkpoint Answers
1. The definition in the dictionary would be the word's denotative meaning.
2. Answers will vary. Students must use one of the four words from the activity above. Sample answers: (Denotative) We built a fire to keep warm. (Connotative) I felt a fire growing inside me. (Denotative) She is wearing blue jeans. (Connotative) I feel blue today.

Grammar

Complex Sentences

Instructional Routine for Grammar
page Txxxii

- **Preteach** Remind students that complex sentences are made up of two ideas joined by a conjunction.
- **Teach** ***Say:*** *A dependent clause is a group of words with a subject and a verb. It cannot stand on its own.*
- **Practice** Write these two clauses on the board: *Because Victor left the house early.* and *He arrived at school on time.* ***Say:*** *The first is a dependent clause. It cannot stand on its own. The second is an independent clause. It is a complete idea. It needs to join the independent clause.* ***Write:*** *Because Victor left the house early, he arrived at school on time.*
- **Apply** Have students join clauses with subordinating conjunctions. For example, *I was hungry. I ate a salad./ I was tired. I worked anyway. / I went to school. I took a shower.*
- **Extend** Have students work in pairs to create sentences. The first student says a dependent clause with a subordinating conjunction. The second ends the sentence with an independent clause.

Practice the Grammar Answers

1. Arturo passes some reading tests, he will be happy.
2. He was angry when his mother asked him to visit his grandfather.
3. He doesn't want to go there because he has a lot of school work.
4. Abuelo was a farmer although he wanted to be a teacher.

Use the Grammar Answers

Answers will vary. All answers should be complex sentences. Sample answers: I ate breakfast before I came to school. I will do my homework after I leave school.

After Readings 1 and 2

Grammar

Complex Sentences

A **complex sentence** is one or more **dependent clauses** joined to an independent clause by a **subordinating conjunction.** A dependent clause cannot stand alone as a sentence. Some subordinating conjunctions are *after, before, when, because, although,* and *if.*

Subordinating Conjunction	What it Shows	Examples
after, before, when	time	**After** he visited his grandfather, Arturo understood him better. Arturo didn't know much about his grandfather **before** he visited him at the nursing home. I'm about to ask him why he didn't keep fighting to make his dream come true **when** an old lady appears at the door.
because	reason	**Because** the experiment was successful, he tried the experiment with salamanders.
although	contrast	I felt like a rich man **although** the pay was very small.
if	condition	**If** you give babies two or three, they'll go for three.

When the independent clause comes first, do not put a comma between the two clauses.

I felt like a rich man **although the pay was very small.**

When the dependent clause comes first, put a comma between the two clauses.

Although the pay was very small, I felt like a rich man.

Practice the Grammar Copy and combine the sentences using the conjunction in parentheses.

1. Arturo passes some reading tests. He will be happy. (if)
2. He was angry. His mother asked him to visit his grandfather. (when)
3. He doesn't want to go there. He has a lot of school work. (because)
4. Abuelo was a farmer. He wanted to be a teacher. (although)

Use the Grammar Independently What did you do **before** you came to school? What will you do **after** you leave school? Write two sentences for each question.

Differentiated Instruction • Grammar

Scaffolding
Practice writing complex sentences by giving dependent clauses such as *Because we were late, When she goes to dinner, After the test is over,* or *Although we are not friends.* Ask students to provide independent clauses to finish each complex sentence.

Extension
Explain that conjunctions have specific meanings. We must choose the conjunction carefully to be sure it tells what we want to say. Write the following sentences on the board: *I like you. I want to be your friend.* ***Ask:*** *What conjunctions can we use to join these two sentences?* (and, so) Give students other clauses to choose the correct joining conjunction.

Grammar (cont.)

Compound-Complex Sentences

- **Preteach** Explain that compound-complex sentences join three or more ideas.
- **Teach** ***Ask:*** *What is one advantage of using compound-complex sentences?* (Using longer sentences lets you express more ideas in a sentence, and they make your writing more interesting.) Review the sentences in the chart.
- **Practice** Read the first sample sentence on the compound-complex sentences chart and point out the semicolon. ***Ask:*** *Why is the semicolon placed after the first independent clause in this sentence?* (The dependent clause and the first independent clause form a complete sentence. The semicolon is used to separate this complete sentence from the second independent clause. Note that a semicolon is not always used in compound-complex sentences, and that a comma can be used in its place depending on if the second independent clause is a contrasting data.)
- **Apply** Have students join these three clauses: he was nervous anyway/although he had studied for the test/and stayed up all night.
- **Extend** Have students work in groups of three to come up with compound-complex sentences. Each person in the group contributes one clause. Have groups share their sentences.

Grammar Expansion

Students will learn more about grammar including showing contrast and cause and linking ideas in the Workbook on pages 143–144.

Practice the Grammar Answers

1. He was unhappy because he didn't want to go to the nursing home; but he went there to please his mother.
2. Although his father wanted him to stay on the farm, he went to high school and he became a teacher.
3. He wrote to the governor when the war came; but he had to go to war anyway.
4. If his mother asks him to go to the nursing home next week, he may agree to go; but he may have too much school work.

Use the Grammar Answers

My father sometimes takes us out for ice cream after we eat dinner; but this happens only once a month. My brothers always argue about what TV show to watch, because they like different kinds of programs; but I never get involved in the arguments, because I prefer to read, anyway.

Checkpoint Answers

1. time: after, before, when; reason: because, so; contrast: although, but; condition: if
2. one or more

Compound-Complex Sentences

A **compound-complex sentence** has one or more dependent clauses and two or more independent clauses. Notice the position of the clauses and the punctuation in these examples.

Dependent Clause	Independent Clause [1]	Independent Clause [2]
Because the first experiment didn't work,	the scientists wanted to try it again;	but once again it failed.

Notice the punctuation: There is a **comma** after the dependent clause; a **semicolon** after the first independent clause; a **period** after the second independent clause.

Independent Clause [1]	Dependent Clause	Independent Clause [2]
The scientists wanted to try the experiment again	because it didn't work the first time;	but once again it failed.

Notice the punctuation: There is a **semicolon** after the dependent clause. There is a **period** after the second independent clause.

Grammar Expansion
Showing Contrast and Cause, and Linking Ideas
Workbook pages 143–144 | Independent Practice CD-ROM/Online

Practice the Grammar Use these independent and dependent clauses to make compound-complex sentences.

1. he was unhappy / but he went there to please his mother / because he didn't want to go to the nursing home
2. and he became a teacher / although his father wanted him to stay on the farm / he went to high school
3. but he had to go to war anyway / he wrote to the governor / when the war came
4. he may agree to go / but he may have too much school work / if his mother asks him to go to the nursing home next week

Checkpoint

1. Give an example of a subordinating conjunction to show each of the following: time, reason, contrast, and condition.
2. How many independent clauses does a complex-compound sentence have?

Use the Grammar Independently Write three compound-complex sentences about someone in your family.

Workbook pages 141–142 | Independent Practice CD-ROM/Online

Listening and Speaking

Teacher demonstration Explain that complex and compound-complex sentences have a rhythm. There is a short pause after a comma or semicolon. Model speaking the sentences on the complex-sentences chart, and on the compound-complex-sentences chart. Emphasize the pause or pauses in each sentence. Have student volunteers *echo* you.

Home Connection

Independent practice Have students write two paragraphs describing their afternoon after school or their evening at home, using complex and compound-complex sentences. Say that it is true they might normally use simple or compound sentences, but this exercise is for practice in writing complex sentences. Ask volunteers to read their descriptions to the class. Monitor students' reading for correct rhythm and intonation.

Writing Assignment

Write an Expository Essay

Instructional Routine for Writing page Txxxvi

Teacher Resources: Graphic Organizers: Two-Column Chart

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook, pages 429–469

Writing Prompt

Read the Writing Prompt to students. Ask volunteers to restate the prompt in their own words. Make certain that students understand the words *expository*, *essay*, and *qualities*.

Write Your Expository Essay

- **Scaffolded instruction** ***Say:*** *An expository essay is writing to explain something. We have learned about two different styles of poetry. Your essay will be about these two types of poetry. Your essay will explain the features of both types of poems.*
- **Essay coherence** Have students create a **Two-Column Chart**. In the first column, have them list the features of the poems. In the second, have them list examples that show the features in the poems. Tell students to think of a topic for their essay. Remind them that the introduction and conclusion must speak directly to the topic.
- **Grammar and usage** As students write complex sentences and compound-complex sentences, remind them to check their conjunctions.

Review the student model

- **Review the student model** ***Say:*** *We haven't talked about these types of poetry. The essay explains them. One characteristic of a good essay is that it helps the reader understand the topic.*
- **Analyze model writing** Have students read the model silently. ***Ask:*** *What two different styles of poetry does the essay talk about?* (limericks and haiku) *Does the essay describe the qualities of these styles of poetry?* (yes)
- **Grammar review** Have students locate the complex and compound-complex sentences in the essay. Have them locate the clauses.

Reading Fluency

Use Punctuation and Type Cues Student Model

Writing Assignment

Write an Expository Essay

Writing Prompt

Write an essay in which you describe the qualities of the two different styles of poetry in this chapter. Give examples of each style. Use examples from the poems in this chapter and examples that you make up yourself. Use complex sentences and at least one compound-complex sentence.

Write Your Expository Essay

1. **Read the student model.** This essay explains the **difference** between two other types of poems: a limerick and a haiku.

Student Model

How can you tell the difference between a limerick and a haiku? Although these forms of poetry have specific qualities, the structure of each poem shows its purpose. A limerick is short, funny, and has a very strong rhythm and a particular way of rhyming. Read these two lines from a limerick:

Let me tell you about my pet possum.
Her name is Lorraine and she's awesome!

They tell the reader that the poem will not be a serious one. A limerick always has five lines. The first two lines and the last line rhyme. The third and fourth lines also rhyme.

A haiku is shorter than a limerick; is only three lines long; and most haiku poems have 17 syllables—five in the first line, seven in the second line, and five in the third line. Unlike a limerick, haiku are not usually meant to be funny. Instead, haiku describe nature and the seasons. For example, the lines

Bright winter starlight
Shining on the new white snow

are meant to help you imagine a scene. A good haiku can help you picture a scene with very few words.

Workbook page 145

Differentiated Instruction • Writing Assignment

Scaffolding

Have students work in pairs to analyze the student model and locate important information. ***Ask:*** *Where does the essay name the types of poetry it will discuss?* (the first sentence) *Where does the essay describe the qualities of limericks?* (the first and second paragraphs) *Where does the essay describe the qualities of haiku?* (the third paragraph)

Extension

Have the same student pairs read aloud the description of limericks. The listener should then paraphrase the information. Have them reverse roles for the description of haiku. This will help both partners to understand what they have read.

2. **Brainstorm ideas.**
   a. **Identify** rhyming poetry and find examples of rhymes in the reading.
   b. Write a few lines of a poem with rhymes.
   c. **Identify** free verse poems, and notice how the lines in the reading do not rhyme.
   d. Write a few lines of a poem that do not rhyme.
3. **Make an outline.** Decide which of the two types of poetry you want to describe first. Explain what it is like, and use examples from your reading. Then explain what the other type of poetry is like, and give examples.
4. **Write your expository essay.** Use the details in your outline to help you arrange your thoughts into paragraphs. Be sure to use transitional words and phrases to connect your paragraphs.
5. **Revise your essay.** Use the **editing and proofreading symbols** on page 455 to mark any changes you want to make.
6. **Edit.** Use the **Writing Checklist** to help you find problems and errors.

Writing Checklist

1. I described what each type of poetry is.
2. I gave examples of each type of poetry.
3. I used compound, complex, and at least one compound-complex sentence.
4. I used correct spelling, grammar, and punctuation.

Writing Support

Grammar

Varying Sentences for Style

When you write, it is important to use different types of sentences. This can help you connect your ideas together better, and it can also help you hold the interest of the reader.

Simple sentences can help you state your main idea clearly or make a strong point. For example:

In "An Hour with Abuelo," a young man discovers his grandfather's life experience.

Compound sentences can help you give information.

The babies in the experiment could understand the idea of three cookies, but they couldn't understand the idea of four.

Complex sentences can help you make logical connections in your writing through the use of conjunctions such as *because, although, when,* and *after.*

Although the experiment was a success, we decided that we should do it again with more subjects.

Compound-Complex sentences work like complex sentences, but by adding extra independent clauses, you can put additional information into your sentence.

Because all of the subjects in the experiment were about the same age, we did it again with older people; but we were pleased that the results were not the same.

Writing Strategies

Outlines Have students work with a partner to develop the outlines for their essays. First, have students develop a basic outline on their own. Then have student pairs review each other's outlines. Tell them to make constructive suggestions for improvements. Review the **Outline form** (graphic organizer). ***Ask:*** *When you review your partner's outline, what kinds of things will you look for?* (Does it identify two kinds of poetry? Does it describe each kind of poetry? Is there a place in the outline for examples from poems?)

Review Practice writing varied sentences. Write the following clause on the board and have students copy it. *I want to go to the movies today.* Have students add dependent and independent clauses to create a compound sentence and a compound-complex-sentence. Have students exchange their completed sentences with a partner. Students should review their partner's work for accuracy, and make suggestions if necessary.

Writing Assignment (cont.)

Brainstorm ideas

Have students discuss their essay with a partner before they begin writing. Have them ***Ask:*** *Do you know the qualities of rhyming poetry? Do you know the qualities of free verse? Do you know what examples from the poems you're going to use? What examples of your own will you use?*

Make an outline

- **Organize thoughts** Have students use their Two-Column Chart to make an outline of what information they will include in their paragraphs.

Write your expository essay

- **Vary sentence type** Remind students to use complex and compound-complex sentences in their essays. Also remind students to use sentences that vary in length and style.

Revise your essay

- **Insert new information** Tell students that one way to revise is to add information to make a sentence clearer or explain what they mean better. Have students share their essays with their partners and discuss any unclear information.

Edit

- **Mechanics check** Have students check their work for correct spelling. Remind them that quote marks go around titles and that titles are capitalized. Have them check their semicolon use.

Writing Checklist

Before students read their essays to the class, take a few moments and have them go over the Writing Checklist. Have the students actually check off each item on the Checklist. This will help them focus on and think about each point.

Writing Support

Varying Sentences for Style Explain that there is often more than one way to write a sentence. After discussing the sample sentences, have students work in pairs to find another way to write each sentence. ***Say:*** *You can rearrange the clauses and use different conjunctions, but be sure you do not change the meaning of the sentence.* Have students share their sentences with the class. Discuss each sentence and analyze how it has been rewritten.

Progress Check

Milestones Tracker

Teacher Resources: *ExamView®*

Preview The **Progress Check** is the post-assessment of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings
argument: debate by lawyers in court *ban:* not allow or make illegal *convince:* persuade someone to do something or think a certain way *guarantee:* promise to do or provide *intention:* idea or plan of what someone is going to do *possess:* have or own something *violate:* break a law or rule *age:* period in history *difference:* change that has an effect *equally:* to the same value or amount *rather:* prefer

Academic Vocabulary
process: series of actions to get a result *valid:* based on logical reasoning *conclusion:* the decision arrived at after thinking about something carefully *identify:* to recognize something and be able to say what it is

Reading Strategies
You can determine the author's purpose by how he or she chooses the text genre and what the topic is.
Students' answers will vary. Sample answer: A heart is a symbol for love.

Text Genres
The Dred Scott Decision is historical nonfiction. The text genre of "The Road Not Taken" and "Saying Yes" is poetry.

Reading Comprehension
The Dred Scott Decision is about a slave named Dred Scott who tried to win his freedom through the courts in the mid-1800s.
"The Road Not Taken" is about choices we make as we move through life. "Saying Yes" is a poem about a woman's desire to embrace both her heritages.

Text Element
Putting events in chronological order means putting them in the order in which they happen.

Spelling
Sample answers: hour, know, doubt, should

Writing Conventions
Sample answer: Colons can be used before an explanation or before a direct quotation.

Listening and Speaking
Phrases for Conversation Phrases for discussing a poem include
- The poem is written in free verse.
- How many stanzas does the poem have?
- This is what I think the author meant.
- Which lines of the poem rhyme?
- What is the main idea of the poem?

Vocabulary Development
The denotative meaning of a word is its actual meaning. The connotative meaning of a word is the images or feelings we attach to the word.

Progress Check

Milestones Tracker

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• argument, ban, convince, guarantee, intention, possess, violate	172
	• age, difference, equally, rather	188
Academic Vocabulary	What do these academic vocabulary words mean?	
	• process, valid	173
	• conclusion, identify	186
Reading Strategies	How can you determine an author's purpose?	173
	Give an example of a symbol and what it stands for.	189
Text Genres	What is the text genre of *The Dred Scott Decision*?	174
	What is the text genre of "The Road Not Taken" and "Saying Yes"?	189
Reading Comprehension	What is *The Dred Scott Decision* about?	187
	What are "The Road Not Taken" and "Saying Yes" about?	193
Text Element	What does it mean to put events in **chronological order**?	187
Spelling	Name three examples of words with silent letters.	193
Writing Conventions	Give two new uses for colons.	193
Listening and Speaking	**Phrases for Conversation**	
	What are some phrases to use when discussing a poem?	194
Vocabulary Development	Explain what **denotative** and **connotative** mean.	195
Grammar	How is a complex sentence formed?	196
	How is a compound-complex sentence formed?	197
Writing Support: Mechanics	Why is it important to use different types of sentences?	199

Grammar
A complex sentence is formed by using a conjunction to join an independent clause and one or more dependent clauses. A compound-complex sentence is formed by joining two or more independent clauses and one or more dependent clauses. In compound-complex sentences, the clauses are joined with conjunctions and semicolons.

Writing Support
It's important to use different types of sentences because it helps you express more ideas and makes your writing interesting.

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

Brown v. Board of Education

1 After slaves were given their freedom, many African Americans were segregated, or separated, from white people. Segregation meant that African Americans could not attend the same schools as white people, could not sit in the same restaurants as white people, and could only ride in the backs of buses. In 1954 a court case known as *Brown v. Board of Education* changed the way people thought about segregation.

2 Oliver L. Brown wanted his daughter Linda to go to the school near their home in Topeka, Kansas, instead of another school farther away that was for African-American students. However, the law allowed the government to segregate the schools. Brown and 12 other parents went to court. After a long battle, they convinced the Supreme Court that separate schools were not equal.

3 The schools were desegregated and children could go to their neighborhood schools, no matter what race they were. Although African Americans and their supporters would have to fight 10 more years to ban segregation in other public places, the changes had begun with *Brown v. Board of Education*.

1 **Read this sentence from paragraph 2.**

> **After a long battle, they convinced the Supreme Court that separate schools were not equal.**

What does the word convinced mean?

A talked about B fought
C persuaded D violated

2 **What is the author's purpose?**

A to entertain B to inform
C to persuade D to share personal thoughts

3 **Which of the following statements about the reading is false?**

A Oliver L. Brown was the only parent involved in the court cases.
B Desegregation began in 1954.
C Blacks and whites had to sit separately in buses.
D The Supreme Court decided that separate schools were not equal.

4 **What is the genre of this text?**

A folktale B poem
C historical nonfiction D persuasive essay

Writing on Demand: Expository Essay

Write a three-paragraph essay that compares this text to *The Dred Scott Decision*. How are the texts similar? How are the court cases similar? How are they different? Also use any information you had already learned about the case. **(20 minutes)**

Writing Tip

Remember to use examples from both texts to support your arguments. This shows you have understood and correctly interpreted the texts.

Study Skill

Test-taking strategy Some students will need help preparing for a test. A few days before a test, encourage students to rewrite their notes at home. As they copy their notes, students should say key vocabulary and other important words out loud. This reinforces the information and allows students to process it both visually and aurally. Encourage students to review glossaries to be sure they understand what each vocabulary word means. Encourage students to review their recopied notes in the days leading up to the test. Reviewing, writing, and reading aloud from their notes will make it easier for students to remember the information.

Unit 3 • Chapter 2 Check Your Progress

Assessment Practice

- **Assessment Book:** Unit 3, Chapter 2 Quiz
- **Teacher Resources:** *ExamView®* Unit 3, Chapter 2 Quiz
- **Milestones Tracker:** Unit 3, Chapter 2 Quiz
- **Workbook:** Assessment Practice Pages

Test-Taking Strategies

When you answer a multiple-choice question, be sure to read all the possible answers before marking your choice.

Answers

1. C; 2. B; 3. A; 4. C

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret the writing prompt** Remind students to look for the important words in the writing prompt. ***Ask:*** *Which word tells about* how *to write?* (essay) *Which words give clues about* what *to write?* (compares, similar) ***Say:*** *I need to check these words as I write to make sure I'm not forgetting anything.*

Writing Tip

Remind students to always use examples from text to make their arguments strong.

- **Organize quickly** ***Say:*** *A good way to organize an essay describing two different texts is to list their main points to see which are similar.*
- **Revise** ***Say:*** *Look back at the prompt and make sure that you have included everything the prompt asks for. Add any other details when you revise.*
- **Edit** ***Say:*** *Be sure that every sentence starts with a capital letter and ends with a period, question mark, or exclamation point. Be sure that you indent the beginning of each paragraph.*

Reading Fluency

Reading Words in Chunks "Brown v. Board of Education," paragraphs 1-3

Listening and Speaking Workshop

Deliver a Problem/Solution Presentation

- Instructional Routine for Listening and Speaking page Txlii
- Teacher Resources: Graphic Organizers: Note-Taking
- Teacher Resources: Rubrics: Rubric for Listening and Speaking, Oral Presentation

- **Grammar review** Remind them to use conjunctions to join dependent and independent clauses. Have them check their use of semicolons to join clauses.
- **Brainstorm** ***Say:*** *This presentation identifies a problem. Then it gives solutions to the problem. Think about problems you experience at school or in the community. How would you solve these problems?*
- **Choose a topic** Choose the problem you feel the most strongly about. Think of what would make this situation better. Use the library and Internet resources to search for similar problems and see what solutions others have come up with.
- **Organize your presentation** ***Say:*** *Organize your research onto note cards. Place the cards that describe the problem first. Then put the cards that describe the problem next. Last put your solutions. Leave your best solution for last.*
- **Practice, present, and evaluate** ***Say:*** *Use your note cards to practice in pairs. When you feel comfortable, present to the class. Ask the class to tell if your problem was presented well, and if your solutions are good ones.*
- **Respond to your classmates' presentations** Remind students that it is important to respect those who are giving presentations by being quiet and listening to what they say. Ask students to take notes. (Use the **Note-Taking** graphic organizer.) They can use the notes to ask relevant questions later.
- **Evaluate** Have students use the Self-Evaluation tool to analyze their presentations. They can use the Active Listening Evaluation as they listen to their classmates' presentations.

UNIT 3
Apply & Extend

Objectives

Listening and Speaking
Deliver a problem/solution presentation

Media
Identify persuasive techniques in TV advertisements

Writing
Write a persuasive essay

Projects

Independent Reading

Listening and Speaking Workshop

Deliver a Problem/Solution Presentation

Topic

In a problem/solution presentation, you identify a problem, tell why it is a problem, and suggest one or more solutions to the problem.

1. **Brainstorm**
   Think about these focus questions and take notes on your ideas.
   a. What are some problems that exist in your community or school?
   b. Why is each a problem?
   c. What are some things people could do to solve each problem?
2. **Choose a Topic**
   Look at your notes. Choose a problem you feel strongly about. Create a list of questions in order to find out more information on your topic. Use library and Internet resources to research the problem and possible solutions.
3. **Organize Your Presentation**
   Write your ideas on note cards. Use the steps below to help you.
   a. Tell what the problem is.
   b. Explain why you think it is a problem.
   c. Describe the causes and the effects of the problem.
   d. Propose one or more possible solutions to the problem.
   e. Tell what you think is the best solution to the problem and why.
4. **Practice, Present, and Evaluate**
   a. Use your note cards to practice your presentation.
   b. Give your problem/solution presentation to the class.
   c. Ask the class for feedback. Use the **Speaking Self-Evaluation** to evaluate your presentation. Use the **Active Listening Evaluation** to evaluate and discuss your classmates' presentations.
   d. Based on your classmates' presentations, make inferences on what could be the community's most urgent problem.

Differentiated Instruction • Listening and Speaking Workshop

Scaffolding
Have students number their note cards once they have arranged them in order. Have them practice speaking with the note cards only as reference. Tell them not to read directly from the cards. They should look at the audience. The cards should be used only if they forget their point.

Extension
Tell students they can make their presentations more interesting by giving examples of why problems should be addressed. If their reasons are meaningful to the audience, they will pay more attention.

Speaking Self-Evaluation
1. I clearly identified a problem and told why it is a problem.
2. I described the causes and effects of the problem.
3. I explained the solution(s) to the problem.
4. I spoke clearly and loudly enough for people to hear me.
5. I looked at the audience while I spoke.

Active Listening Evaluation
1. I understood the purpose of the presentation.
2. The presentation helped me understand the problem and a possible solution.
3. I agree/disagree with your solution to the problem because _____ .
4. I think your presentation needed more information about _____ .
5. From the information in your presentation, I can conclude that _____ .

Media Workshop

Identify Persuasive Techniques in TV Advertisements

Television advertisements are designed to persuade or convince people to buy a product or a service. Sometimes advertisements contain **persuasive techniques.** The purpose of these techniques is to convince you to buy what is being advertised.

1. View five advertisements on television.
2. Think about the following questions as you watch each advertisement. Write down your answers.
   a. What product is advertised?
   b. Who is the advertisement aimed at: adults? men? women? teenagers? young children?
   c. What kinds of promises or claims does the advertisement make about the product? Could the claims be proven true or false?
   d. How do graphics, sound, or digital technology affect the message the advertisement is trying to communicate?
3. Decide whether any of the following techniques are being used.
   a. Celebrity endorsement: Is a famous person selling the product in the ad? If so, who? Why do you think this celebrity was chosen?
   b. Emotional appeal: Does the ad try to affect your feelings instead of giving facts and evidence?
   c. Hyperbole: Does the ad exaggerate in any way? If so, how?
4. Tell a small group about the television advertisements you watched. Discuss the different persuasive techniques used and any false or misleading claims the advertisements made.

Home Connection

Supporting student achievement Have students discuss their ideas with a family member. That family member can give them additional suggestions for problems that need to be addressed in the community. They may also have helpful suggestions. Have students use those ideas in their presentations.

Listening and Speaking Strategies

Progress-monitoring assignment Have students record their presentations on video. Then allow them to watch their presentations. Have them monitor their expressions and body language. They might need to loosen up, smile or frown in appropriate places, or use their note cards less. Have students record their performances again and review them for improvement.

Unit 3 Apply & Extend

Listening and Speaking Workshop (cont.)

Speaking Self-Evaluation

- **Organization and delivery of oral communication** Students can use the Speaking Self-Evaluation rubric as they watch their recorded presentations. Have them check off each point as they watch. They can use this to improve their presentations when they record them the second time.
- **Assess** After they have delivered the presentation to the class, students should reread the Speaking Self-Evaluation rubric. Using that and the comments of other students, have them think about what they need to work on next time.

Active Listening Evaluation

Analyze oral communication Students should use the Active Listening Evaluation to give the speaker feedback about what he or she did well and what could be improved next time. Tell students to give positive feedback first, and then give suggestions for improvement. Have them use the Active Listening Evaluation rubric as a checklist as they listen to each presentation.

Media Workshop

Identify Persuasive Techniques in TV Advertisements

- **Analyze persuasive evidence** Discuss with students the ads that they see on television. ***Ask:*** *What kinds of words do they use to get you interested? What kinds of images do you see with the product or service? What kinds of information do they include to interest you?* Explain that ads use persuasive words and images to convince the consumer.
- **Analyze media sources** Have students watch one ad and analyze it. ***Say:*** *Ads target a certain type of consumer and show them things they would be interested in. You would not see an ad about cars during a children's television show since children do not buy cars.* Ask them to write a summary about their findings.
- **Evaluate the role of the media in forming opinions on issues** Have students see which ads use celebrities or emotional appeal to advertise a public service such as after-school clubs, food banks, or the importance of reading together. Discuss why these techniques are used.

Reading Fluency

Repeated Reading Media Workshop

Writing Workshop

Write a Persuasive Essay

Instructional Routine for Writing page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook, pages 429–469

- **Vocabulary review** Remind students to use new vocabulary and grammar as it applies when writing their responses to literature.
- **Select a focus** ***Say:*** *Choose something you feel strongly about. This will help you to be more persuasive.*

Writing Prompt

Unfolded instruction Read the writing prompt aloud. Have students restate the prompt in their own words to check comprehension. Then have students think of why dress codes are used at schools, and why some people feel they are important.

Prewrite

Analyze writing model Explain that the model will help them organize their reasons for or against a dress code. Have them look for examples of evidence that supports the writer's opinion. Have them see how the writer responds to possible opposing views.

Write a draft

Organizational strategies Remind students to begin by introducing the topic and stating their opinion. The body of their essay should include reasons from the opposing side. The next paragraphs should give reasons that counter the opposing ideas. There should be more arguments in favor of your side than against it in the essay. Remind students to restate their opinion in the conclusion.

Writing Suggestion

Remind student to use a variety of sentence structures in their essays. Students should keep conjunctions and various punctuation in mind as well.

Writing Workshop

Write a Persuasive Essay

In a persuasive essay, you attempt to convince the reader to agree with your position on a topic. A persuasive essay looks at evidence, considers the alternative position, and presents reasons why the reader should agree with that position.

Writing Prompt

Many schools have dress codes. They set rules for what students are allowed to wear. Do you think a dress code is a good or bad idea for your school? Write a persuasive essay to convince readers to agree with your position.

Writing Suggestion

Use compound, complex, and compound-complex sentences in your essay. Try to combine some of your sentences with semicolons and the conjunctions *and, but, or,* and *so that.*

PREWRITE

1. Read the student model on the next page. It will help you understand how to write a persuasive essay.
2. Decide whether you are in favor of a dress code for your school or opposed to it.
3. Make a list of reasons for and against your position.
4. Try to find evidence that supports your position. Interview a student and a teacher as secondary sources to get opinions. Use the Internet or your school library as primary sources to find news stories about school dress codes.
5. If you find opinions or evidence that do not support your position, take notes on these. Think of how you will respond to opposing views.
6. Use an outline to organize your information in a logical sequence. Consider how much time you will spend on each reason. Make sure you have supporting details for each main point of your argument.

WRITE A DRAFT

1. Write the introduction. The introduction briefly presents the topic and states your position.
2. Write the body of your essay. The body should include at least three paragraphs.
   a. The first paragraph should summarize the arguments others might make against your position.
   b. In the following paragraphs, give reasons for your opinion using ideas you gathered from your sources. Be sure to cite these sources. Give details to support each reason. Be sure to address all the arguments that you summarized in the first paragraph of the body.
3. Write the conclusion. The conclusion should restate your position and briefly summarize the reasons supporting your position.

Differentiated Instruction • Writing Workshop

Scaffolding

Explain that a persuasive essay tries to convince the reader. They should appeal to what the reader thinks is most important. If the argument is for a dress code, stress the importance of concentrating on school work, rather than appearance. If the argument is against a dress code, the writer might appeal to the reader's individuality.

Extension

Have students think of reasons for and against their arguments. This will help them to strengthen their argument's weak points. Tell them to be sure to address every opposing idea with a proof that their position is a better choice.

tudent Model

This student wrote a persuasive essay answering the following question: People in the United States depend on computers more now than ever. Do you think this is a good thing or a bad thing?

Margarita Torres

Computers Are a Good Thing

oduction

In the United States, computers are used for many different things. Although some people think we depend too much on computers, I think using computers is a good thing.

Most people agree that computers are useful, but some say we are letting them take over our lives too much. They think we spend too much time playing with computers and not enough time interacting with other people. Some argue that people spend too much time in front of the computer screen and not enough time with family and friends. They also say that kids spend too much time playing computer games and not enough time getting fresh air and exercise.

Body

I disagree with those arguments. First, computers do not keep us from interacting with other people. E-mail actually helps us stay in touch with family and friends. Computers also allow people to shop and pay bills online. This helps people save time. The extra time can be spent doing things they like to do. Second, I disagree that computers keep kids from fresh air and exercise. Many kids I know like to use computers but also play on sports teams. Computers can even help kids find out about outdoor activities in their area.

There are many additional advantages to using computers. For example, you can use them to find information without making a trip to the library. In school, computers help students learn. Computers even make it possible for students to take online classes from home.

nclusion

I do not see any disadvantages to using computers. They help us maintain our connection to friends and family and find information right from our own homes. Computers help make our lives easier and better. For these reasons, I think computers are a good thing.

Writing Strategies

Support opinions Have students use a **Two-Column Chart** to organize their examples and responses. Have them write the example from the literature in the first column. In the second column have them write what association they made from it in their own lives. Have students use the chart to support their opinions with evidence.

Reteach and Reassess

Support main idea with facts, details, examples, and explanations After students finish writing, have them reread their work and check to make sure they have the following elements: The first paragraph should state their opinion. Opposing ideas and examples that support their statement go in the following paragraphs. The final paragraph should restate their opinion and reason.

Writing Workshop (cont.)

Student Model

- **Analyze model** Point out that the title of the student essay states the writer's opinion clearly. ***Say:*** *This focuses the reader immediately.* Have students use this example as they come up with their own titles. Have students note that the first paragraph after the introduction presents the opposing views. The following paragraph states why the writer disagrees. Read the opening line: "I disagree with those arguments." ***Say:*** *This tells the reader that the writer will now explain her reasons why she disagrees.* Note that the writer addresses each of the opposing views. She shows the positive side of each negative argument. Read the opening line of the next paragraph. "There are many additional advantages to using computers." ***Say:*** *The writer goes on to give other positive reasons that support her opinion. By making sure there are more positives than negatives, she is trying to sway the reader to believe her point.*

Reading Fluency

Paired Reading Student Model

- **Essay structure** Have students look at their drafts and make sure that they have stated their opinion clearly. Have them make sure they have addressed all of the opposing views. To be sure they are addressing each view, have them write out each. Then have them write their counter-arguments for each one. As they put them in their essay, they should cross them off their lists. Tell them to be sure that there are more reasons that support their viewpoint. Remind them to restate their opinion in the conclusion.

Writing Workshop (cont.)

Revise

- **Support opinions** ***Say:*** *To support your introduction statement, use examples that appeal to the reader. The essay must be convincing.* Have students look at their drafts. Did they include enough examples? Did they use persuasive techniques?
- **Word choice** ***Say:*** *The words you use will help to convince the reader. Use a thesaurus to make sure you do not repeat the same words. A thesaurus can also help to find better words.*
- **Correctly use compound sentences** Remind students that they must use conjunctions to join clauses. Have them check their conjunctions to be sure they make sense.
- **Formatting** Remind students that paragraphs help divide ideas logically and add focus to the essay. Show that paragraphs are visually organized by indenting the first line.

...er modeling ***Say:*** *After I write, I will re-read my work aloud. This way I can hear if I have used punctuation like periods, commas, and semicolons. If my writing is not smooth, I need to take another look at my punctuation marks.*

... Review Checklist

...e details As students peer-edit, remind them to evaluate the work based on each of the four points. Have students discuss whether the writer convinced them or not. Ask them to give suggestions for how they might be better convinced.

...sing and Editing Checklist

...le relevant evidence Have students make sure their supporting examples are strong ones that will appeal to the reader.

Reading Fluency

Choral Reading Revising and Editing Checklist (in Writing Workshop)

Publish

Explain and clarify Explain to students that here, *publish* means "share with others." ***Say:*** Publish *means to make what you write available for other people to read. The essay that others read should be clean and have all the mistakes fixed.*

UNIT 3

Apply & Extend

REVISE

1. Exchange your essay with a partner. Ask your partner to use the **Peer Review Checklist** to give you feedback on your essay.
2. Revise your draft. As you revise, consider whether you have enough reasons and explanations supporting the ideas in your essay. Add support to your argument if necessary.
3. Do your arguments make sense? Are they likely to persuade the reader? Take out any weak arguments that are unlikely to persuade. If you have thought of new arguments, add them.
4. Make sure your essay addresses the main arguments against your position.
5. Use the **editing and proofreading symbols** on page 455 to help you mark the changes you need to make.

EDIT

1. Use the **Revising and Editing Checklist** to evaluate your essay.
2. Fix any errors in grammar, spelling, capitalization, and punctuation.

Peer Review Checklist

1. I understood the writer's position on the topic.
2. The writer's arguments persuaded me.
3. The writer supported his or her arguments with reasons and examples.
4. The best argument for the writer's position was _____ .

Revising and Editing Checklist

1. I stated my position clearly and supported it with reasons and examples.
2. I stated the most important arguments of the opposing position and addressed them in my essay.
3. I restated my position at the end of the essay.
4. I used conjunctions to combine some of my sentences. I used compound, complex, and compound-complex sentences.
5. I checked my essay for punctuation and spelling.

PUBLISH

1. If you are writing your essay by hand, use neat handwriting. If you are using a computer, use a spell check and a grammar check.
2. Read your essay to the class. Speak slowly and clearly, and remember to make eye contact. Include gestures to emphasize important points.

Differentiated Instruction • Projects

Scaffolding

Tell students that there are many online resources that compare and review products. Help students to identify safe Web sites that they can use to research their product. Tell students that they should get their information from a variety of sources to be sure that the information is accurate.

Extension

Tell students that some reports are written for special groups. For example, some reports are written for parents of young children. Some reports use technical language for experts. Have students identify consumer groups and materials written for them.

Projects

Choose one or more of the following projects to explore the theme of choices further.

PROJECT 1

Research a Product.

1. Think of a product you want to buy, for example, a new pair of sneakers, a shampoo, or a cell phone.
2. Research the different brands available. Find ads for each brand. Then use print and online resources to find out if each advertiser's claims about the product are true.
3. Based on what you learned, choose the best brand to buy.
4. Present your findings and your choice to the class.

PROJECT 2

Choose a Civil Rights Leader to Research.

1. Go online and access an Internet search engine.
2. Use keywords such as "slavery," "equal rights," and "civil rights leaders" to find information about civil rights leaders such as Dred Scott.
3. Choose one civil rights leader to research further. Ask specific questions about his or her life. Gather information about this person. Be sure to use the bibliographies of other sources to locate books and articles that can help you. Describe the choices they made in order to become a leader for civil rights.
4. Present the information in writing.

PROJECT 3

Find a Song or Poem About Choices.

1. Go to the library or look online for songs or poems that tell the story of someone making a choice.
2. Choose a song or poem. What is the choice made in it?
3. Write a narrative that tells a story of the choice or choices the person or people in the song or poem made. Then act it out in front of the class.

PROJECT 4

Write a Persuasive Letter.

1. Write a letter or an e-mail in which you try to persuade a friend to make a choice.
2. In your first paragraph, state the choice you think your friend should make. Then state possible concerns your friend may have, and reasons that support why you think they should make the choice.

Cultural Connection

Extension Tell students that the civil rights leader they research does not have to be American. Encourage them to use civil rights leaders from their home countries. They may want to ask a family member to suggest someone to learn more about. Remind them to use a variety of resources to check their information's accuracy.

Classroom Management

Instruction Some students may not understand English lyrics that are inappropriate. Some students may need some guidance. Have them bring you several poems or song lyrics. Discuss why one is more appropriate than the others. This will give students choice and still be appropriate for classroom use.

Unit 3 Apply & Extend

Projects

PROJECT 1: Research a Product.

- **Establish a topic** Have students identify a product to research. Remind them that some products might be easier to find reviews of than others.
- **Identify persuasive techniques** Have students listen to or look at the ads for their product. Have them pick out the techniques of persuasion. Do they use celebrities, certain kinds of images, persuasive words? Have them list the ads' persuasive techniques and their claims about the product.
- **Include facts and details** Have students list the findings of reviewers and consumer reports. List them next to each claim as a supporting fact, or one that does not support the claim.
- **Practice and present** Have students present their findings as a compare/contrast.

PROJECT 2: Choose a Civil Rights Leader to Research.

Ask questions to elicit information Have students interview someone in their family about an important civil rights leader. This leader can be one from anywhere in the world. Have them ask who the person is, what they did, and why their actions were important. Then have students use what they found out to do further research at the library or on approved Web sites. Keep bibliographical information such as title, author, publisher, date, city of publication, and pages used.

Reading Fluency

Repeated Reading Project 2

PROJECT 3: Find a Song or Poem About Choices.

Identify synonyms To search for appropriate song lyrics and poems, have students brainstorm a list of synonyms for *choices*. They can use a thesaurus to help them. Then have them use these words as key word searches in the library database, or in a computer search engine. Monitor students' computer use carefully as not all Web sites are appropriate.

PROJECT 4: Write a Persuasive Letter.

Identify persuasive techniques Have students review the persuasive techniques they have read about. Encourage them to brainstorm a list of words and phrases that will appeal to their readers. Then have them write a main idea statement. This will be the first sentence of their letters. Tell them to include facts, details, and persuasive words and phrases to encourage their readers to agree.

Independent Reading

Teacher Resources: Graphic Organizers: Reading Log

- **Use the library** Tell students that they can find other books that relate to the theme "choices" by using a library's catalog. The catalog's computer database contains information on all the books in a library, and sometimes in other libraries within a network. Students can do a key word search to find titles about decisions or choices. They can also do a search based on genre, such as "rhyming poem."
- **Read summaries** Tell students to read the summaries that come up under the titles of the books. In the case of poetry, their search will turn up a book of poetry or an anthology. Poetry anthologies might be put together by subject, author, type of poem, or the time that the poems were written. The summaries will tell them if they found what they are looking for. Start with the example from the Heinle Reading Library about Shelley's *Frankenstein*.
- **Write a review** Explain that a book review tells what a book is about. It also tells what the reviewer thinks about the book. ***Say:*** *You can get a good idea of a book from its review.* Have students write reviews of books or poems they have read. They should begin by telling the genre of the book or poem. Have them include the theme and give a summary of the characters, or the symbols that were used. Remind them that a quote helps readers see if they like the writer's style. They should express their opinions directly and using formal language.
- **Reading Log** Have students keep a **Reading Log** of their independent reading. Explain that a log is like a journal. It is a way to record their thoughts, ideas, and reactions to a book. It also keeps track of how many pages students read each day. Students can use the log to set reading goals for themselves. Their logs will remind them of what they have read and what their response was to each book. Have students turn in these logs regularly to monitor their progress and comprehension.

Heinle Reading Library

Frankenstein by Mary Shelley

In a specially adapted version by Malvina G. Vogel

Victor Frankenstein is a university student who is fascinated with the idea of creating life. He builds a creature out of body parts, and it comes alive. However, when Frankenstein realizes he can't take care of his creation, he abandons the creature. Read to find out what happens when the "monster" returns to Frankenstein's life.

Independent Reading

Explore the theme of choices further by reading one or more of these books.

An Island Like You: Stories of the Barrio by Judith Ortiz Cofer, Puffin Books, 1996.

This collection of short stories tells about a group of teenagers of Puerto Rican heritage living in the same New Jersey neighborhood. Each story focuses on a different teenager. The characters move in and out of each other's stories, playing major and minor roles in each other's lives.

The Dred Scott Decision by Brendan January, Children's Press, 1998.

This book gives a clear, detailed account of one of the most important legal cases in U.S. history. It includes photographs and portraits of the important people involved in the case.

The Poetry of Robert Frost, Thomson Learning, 1979.

This book is a collection of Robert Frost's published poetry. It contains all of his original works, from 1913 to 1962.

Ties That Bind, Ties That Break: A Novel by Lensey Namioka, Delacorte Press, 1999.

When Ailin is young, she refuses to have her feet bound like other Chinese girls her age. This decision changes her life. When her father dies, her uncle forbids her from going to school, and it seems that Ailin has few choices in life. However, she is determined to take control of her own life and create her own destiny.

Tug of War by Joan Lingard, Lodestar Books, 1990.

In 1944, Russian forces are advancing through Latvia. Fourteen-year-old Astra and her family decide to leave the country, but Astra's brother, Hugo, becomes separated from the family. When the war ends, Hugo is faced with a difficult decision. Will he rejoin his family and make a new life in Canada, or will he stay in Germany?

Milestones to Achievement

Writing: Revise and Edit

Read this rough draft of a student's short story, which may contain errors. Then answer Questions 1 through 4.

One or the Other

(1) Patricia's face was bright with excitement. (2) The first school dance was next week. (3) When she arrived home, she brought her things into the kitchen. (4) "Next Friday is my first school dance," she sang. (5) "It's next Friday? October 20?" her mother asked Patricia.

(6) October 20 was her father's 40th birthday party. (7) Patricia felt her throat tighten. (8) She marched out of the kitchen. (9) She walked out of the apartment.

(10) She was angry at her mother for planning the party on the same day as the dance. (11) She was mad at herself for almost crying about a silly dance. (12) Then she thought about her father. (13) She thought of all the Sundays that her dad came to her soccer games, and how he helps her with her homework every night. (14) Suddenly, Patricia felt depressed for feeling so angry at everyone. (15) Although she would have liked to go, she knew there would be other school dances; her father, however, would only turn 40 years old once.

1 **What punctuation can combine sentences 1 and 2?**

A semicolon B hyphen
C colon D comma

2 **How can you combine sentences 8 and 9?**

A She marched out of the kitchen, she walked out of the apartment.
B She marched out of the kitchen and she walked out of the apartment.
C She marched out of the kitchen, and walked out of the apartment.
D She marched, and walked out of the kitchen and the apartment.

3 **Which of these is a complex sentence?**

A Patricia's face was bright with excitement.
B She was mad at herself for almost crying about a school dance.
C She had never been to a school dance before, and she couldn't wait to go.
D When she arrived home, she brought her things into the kitchen.

4 **In sentence 14, which word is a better choice for depressed?**

A confused B hurt
C embarrassed D sad

Writing on Demand: Short Story

Write a short story about a character who has made a bad decision and tries to fix it. What were the effects of this decision? **(20 minutes)**

Writing: Revise and Edit

- **Assessment Book:** Unit 3 Exam
- **Teacher Resources:** *ExamView®* Unit 3 Exam
- **Milestones Tracker:** Unit 3 Exam
- **Workbook:** Assessment Practice Pages

- **Grammar and usage** ***Say:*** *Compound sentences and complex-compound sentences use conjunctions to join independent and dependent clauses. They may also use semicolons to separate clauses.*
- **Semantic features of English** Review dependent and independent clauses with students. Remind them that dependent clauses cannot stand on their own. Independent clauses present a complete idea.

Reading Fluency

Echo Reading "One or the Other"

Answers
1. A; 2. C; 3. D; 4. C

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Read and interpret writing prompt** Explain that students should always identify the type of writing the prompt asks for. Point out the words *short story, a character,* and *bad decision.* This tells students that they should write a short story. The problem to be solved in the story is a bad decision made by the main character.
- **Organize quickly** Tell students to think of bad decisions that they or someone else has made. Have them think of how they tried to solve the problem. Have them write down these ideas and brainstorm other possible solutions. Then have students use these ideas to write their short story.
- **Revise** Encourage students to use compound sentences and complex-compound sentences accurately in their short stories.
- **Edit** Remind students that their short stories should focus on one main character and on the bad decision this person makes. Their sentences should support this main idea.
- **Reteach and reassess short stories** Review the elements of a short story: introduction, rising action, climax, and resolution. Have the students label these elements in their notes for their short stories. Direct students to page 144 for more information.

Reading

- **Comprehension skills** Remind students that an informational text presents points and supporting ideas. Have students look for the theme of the text in the first paragraph. (Chimps are social animals and also very intelligent.) Each succeeding paragraph has a main idea and supporting details. Remind students that the main idea does not necessarily come at the beginning of a paragraph. Have students find the main idea in each paragraph. Then have them locate the supporting details for each main idea.
- **Draw conclusions** Draw students' attention to the sentence at the end of the first paragraph. Read it aloud. "*Chimpanzees and their natural habitat … need to be protected.*" Have students discuss whether this statement is fact or opinion. Have them present details from the text that support "fact." Have them explain their choice if they choose "opinion." Encourage a classroom discussion about their choices.
- **Identify author's purpose** As students read, have them locate words that give clues about the author's purpose. ***Say:*** *The author uses words such as* need *and* should. ***Ask:*** *Do these words suggest facts or opinions?* (opinions) *The author uses other words such as* important *and* danger. *Based on the words the author uses, what do you think the author's purpose is for writing this selection?* (to persuade)
- **Reteach and reassess compound and complex sentences** Some students may have difficulty with understanding compound and complex sentences. Help them identify compound and complex sentences in the reading. Tell students to use these as models for their own compound or compound-complex sentences. Direct students to student book pages 165 and 196–197 to review information about compound and compound-complex sentences.

Reading Fluency

Repeated Reading "Protecting the Habitats of Chimpanzees," paragraphs 1–3

Reading

Read this informational text. Then answer Questions 1 through 8.

Protecting the Habitats of Chimpanzees

1 Chimpanzees are not only social animals that live in communities and work together, but they are smart in many different ways. For over 40 years, people have been studying chimps both in the wild and in captivity. One thing they have learned is that chimpanzees and their natural habitat—or where they live in the wild—need to be protected.

2 In 1960, a researcher named Jane Goodall began to live with and study wild chimpanzees in Africa. She learned that they are highly intelligent animals that communicate with gestures and physical contact. They make tools to find food, they possess innate decision-making skills, and they make choices about which groups to join and what foods to eat. Chimps cooperate to hunt and often share the food they have caught. In captivity, where they live in zoos and science centers, they can be taught American Sign Language so that they can communicate with their hands. There have even been experiments that show that a few chimpanzees have learned to use computers and to play games! Some scientists argue that chimpanzees can show emotions such as happiness or sadness.

3 Although chimpanzees are impressive and intelligent animals, their safety is in danger every day. In the wild, they can be found in 21 different African countries, living in forests. Chimpanzees are able to adapt to changes in their environment. They can move to a new place, make new nests, and find new sources of food. Yet people are destroying their natural habitats. By cutting down trees for firewood and using the space to build houses, humans leave chimpanzees with smaller areas to live in. Chimpanzees are in danger, and all eyes should be on them. Fortunately, many organizations and researchers have started to take steps to protect them. Everyone should be aware of their work and how important it is to help these amazing animals.

1 What does the word possess mean in the following sentence from paragraph 2?

> They make tools to find food, they possess innate decision-making skills, and they make choices about which groups to join and what foods to eat.

A have
B natural
C learn
D choose

2 What does the word experiments mean in the following sentence from paragraph 2?

> There have even been experiments that show that a few chimpanzees have learned to use computers and to play games!

A games
B tests
C grades
D scientists

3 How do chimpanzees communicate in their natural habitat?

A with American Sign Language
B with tools
C with computers
D with gestures and physical contact

4 According to the passage, why should people help chimpanzees?

A Because they need to learn sign language.
B Because they are losing their natural habitats.
C Because they need to learn how to use a computer.
D Because they are running out of food.

5 What is the writer trying to convince the reader of?

A All humans should protect chimpanzees and their habitats.
B We should stop observing chimpanzees in the wild.
C People need to start giving chimpanzees more food.
D More chimpanzee protection groups should be created.

6 Which sentence does not include a conjunction?

A In the wild, they can be found in 21 different African countries, living in forests.
B Some scientists argue that chimpanzees can show emotions such as happiness or sadness.
C In 1960, a researcher named Jane Goodall began to live with and study wild chimpanzees in Africa.
D In captivity, they can be taught American Sign Language so that they can communicate with their hands.

7 In paragraph 3, what does the idiom "all eyes should be on them" mean?

A Humans need to give chimpanzees something.
B We should go to zoos to see chimpanzees.
C It's time to think about protecting chimpanzees and their habitats.
D We can learn a lesson from chimpanzees.

8 What is the denotative meaning of the word wild?

A intelligent
B uncontrollable
C simple
D in a natural state

Multiple-choice test strategy

When taking multiple-choice tests, students should:

- Circle or underline important words in the test questions.
- Read all the answer choices before selecting one.
- Eliminate answer choices they know to be incorrect. This helps narrow down the number of possible answers.
- Look for hints about the correct answer choice in other items on the test. The correct answer choice may be indicated in another question on the test.
- Remember that most often, their first choice is correct. They should not change their initial answer unless they realize they have misunderstood the question or missing an important clue.
- Review all answers when finished to make sure they have not forgotten to answer any questions.

Reading (cont.)

- **Correctly use compound sentences** Review the form of compound sentences. ***Say:*** *Compound sentences join two clauses with a conjunction. Some conjunctions are* and, but, so that, because, *and* or. Have pairs of students create compound sentences. The first student says a beginning, such as *"It began to rain"*; the second student adds a conjunction and ends the sentence, such as "*so we ran all the way home.*" Have students identify the conjunction in each sentence.
- **Correctly use complex-compound sentences** Review that complex-compound sentences join two or more independent clauses with at least one dependent clause. For example, "*The groundhog, because he was clever, dug three escape routes in the garden and he hid from the farmer.*" The independent clauses are: *the groundhog dug three escape routes in the garden* and *he hid from the farmer.* The dependent clause is *because he was clever.*
- **Understand idioms** ***Say:*** *Idioms are phrases or expressions. They do not carry the exact meaning of the words. For example,* "on Cloud Nine" *means that someone is very happy.* Write the following idioms and meanings on the board. Have students match each idiom with its meaning:

1. All eyes should be on	a. the local area
2. get along with	b. stop something bad
3. this neck of the woods	c. be noisy
4. save the day	d. pay close attention
5. raise the roof	e. be friends with

(1. d; 2. e; 3. a; 4.b. 5. c)
Here students give other examples of idioms Ask students to share similar idioms from their home languages as well. Direct students to student book page 163 for more information about idioms.

- **Reteach denotative language** Every word has a denotative meaning. It is the exact meaning of the words, not figurative language. For example, *communities* in sentence one means the chimpanzees live and work together in groups. ***Ask:*** *What other denotative meanings does the word communities have?* (towns, occupations, ethnic groups) Have students refer to page 195 to review denotative and connotative meanings.

Answers
1. A; 2. B; 3. D; 4.B; 5. A; 6. A; 7. C; 8. D

UNIT 4 Materials: Chapter 1

Teacher's Edition
Staff Development Handbook pp. Txxi–Txliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Two-Column Chart, Word Web, Vocabulary Log, Rate Buildup Log, How To (step-by-step) Instructions, Paragraph
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 4, Chapter 1
ExamView Assessment: Unit 4, Chapter 1 Quiz
Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 4, Chapter 1 Quiz

Milestones Tracker
Unit 4, Chapter 1

Audio Program
CD 3, Tracks 2–3

Student Book
Unit 4, Chapter 1, pp. 212–247
Milestones Handbook, pp. 426–468

Workbook
Unit 4, Chapter 1, pp. 149–168

Independent Practice CD-ROM
Unit 4, Chapter 1

Heinle Reading Library
White Fang, by Jack London

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones C Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 1		
1	Student Book	Pre-assess 10 MIN. Unit Opener (pp. 212–213) 40 MIN. Explore the Theme (p. 213) 40 MIN. Theme Activity (p. 213) 40 MIN. Chapter Focus Question (p. 214) 10 MIN.		Choral Reading *Explore the Theme, questions (p. 213)
2	Student Book, Workbook	About the Reading (p. 214) 15 MIN. Build Background (p. 215) 40 MIN. Use Prior Knowledge (p. 215) 40 MIN. Vocabulary From the Reading (p. 216) 45 MIN.	Workbook (p. 149)	Paired Reading *Build Background (p. 215)
3	Student Book, Workbook	Academic Vocabulary (p. 217) 45 MIN. Reading Strategy (p. 217) 40 MIN. Text Genre (p. 218) 35 MIN. Meet the Author (p. 218) 20 MIN.	Workbook (p. 150)	Repeated Reading *Meet the Author (p. 218)
4	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 218) 15 MIN. Reading Selection (pp. 219–229) 125 MIN.	Workbook (p. 151)	CD Assisted Reading *"The All-American Slurp," paragraphs 1–4 (p. 219)
5	Student Book, Workbook, Audio Program	Reading Selection (pp. 219–229) 140 MIN.	Workbook (p. 152)	Echo Reading *"The All-American Slurp," paragraphs 55–61 (pp. 228–229)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
6	Student Book, Workbook	Apply the Reading Strategy (p. 230) 45 MIN. Academic Vocabulary (p. 230) 45 MIN. Reading Comprehension Questions (p. 231) 30 MIN. Literary Element (p. 231) 20 MIN.	Workbook (p. 153)	Reading Words in Chunks *Literary Element (p. 231)
7	Student Book, Workbook	About the Reading (p. 232) 20 MIN. Build Background (p. 232) 20 MIN. Vocabulary From the Reading (p. 232) 30 MIN. Reading Strategy (p. 233) 40 MIN. Text Genre (p. 233) 30 MIN.	Workbook (pp. 154–156)	Paired Reading *Text Genre (p. 233)
8	Student Book, Workbook, Audio Program	Meet the Author (p. 233) 15 MIN. Reading Focus Questions (p. 233) 15 MIN. Reading Selection (pp. 234–238) 90 MIN. Reading Comprehension Questions (p. 239) 20 MIN.	Workbook (p. 157)	CD Assisted Reading *"Mathematics & Origami," paragraphs 2–4 (pp. 234–235)
9	Student Book, Workbook	Spelling (Workbook p. 158) 15 MIN. Writing Conventions (Workbook p. 159) 15 MIN. Connect Readings 1 and 2 (p. 239) 20 MIN. Listening and Speaking (p. 240) 60 MIN. Reading Fluency (p. 240) 30 MIN.	Workbook (pp. 158–159)	Repeated Reading *Listening and Speaking (p. 240)
10	Student Book, Workbook	Vocabulary Development (p. 241) 20 MIN. Grammar (pp. 242–243) 80 MIN. Grammar Expansion (Workbook pp. 163–164) 40 MIN.	Workbook (pp. 160–164)	Reading Words in Chunks *Vocabulary Development (p. 241)
11	Student Book, Workbook	Writing Assignment (pp. 244–245) 60 MIN. Writing Support (p. 245) 20 MIN. Progress Check (pp. 246–247) 60 MIN.	Workbook (pp. 165–168) Have students study for the Chapter 1 Quiz.	Echo Reading *Student Model (p. 244–245)
12	Assessment Book	Chapter 1 Assessment (Assessment Book, Unit 4, Chapter 1 Quiz) 140 MIN.		Choral Reading *"A Special Dish," paragraphs 1–3 (p. 247)

UNIT 4 Materials: Chapter 2, Apply & Extend, Milestones to Achievement

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Storyboard, Word Webs, Vocabulary Log
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 4, Chapter 2
Unit 4 Newsletters
ExamView Assessment: Unit 4, Chapter 2 Quiz
ExamView Assessment: Unit 4 Test
Rubrics: Rubric for Oral Presentations, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 4, Chapter 2 Quiz
Unit 4 Test

Milestones Tracker
Unit 4, Chapter 2

Audio Program
CD 3, Tracks 4–6

Student Book
Unit 4, Chapter 2, pp. 248–275
Unit 4, Apply & Extend, pp. 276–282
Unit 4, Milestones to Achievement, pp. 283–285
Milestones Handbook, pp. 426–468

Workbook
Unit 4, Chapter 2, pp. 169–188

Independent Practice CD-ROM
Unit 4, Chapter 2

Heinle Reading Library
White Fang, by Jack London

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones C Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 2		
13	Student Book, Workbook	Chapter Focus Question (p. 248) 10 MIN. About the Reading (p. 248) 15 MIN. Build Background (p. 249) 30 MIN. Use Prior Knowledge (p. 249) 40 MIN. Vocabulary From the Reading (p. 250) 45 MIN.	Workbook (p. 169)	Reading Words in Chunks *Build Background (p. 249)
14	Student Book, Workbook	Academic Vocabulary (p. 251) 40 MIN. Reading Strategy (p. 251) 45 MIN. Meet the Author (p. 252) 15 MIN. Text Genre (p. 252) 40 MIN.	Workbook (p. 170)	Repeated Reading *Reading Strategy (p. 251)
15	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 252) 25 MIN. Reading Selection (pp. 253–259) 115 MIN.	Workbook (p. 171)	CD Assisted Reading *"Celebrating Cinco de Mayo," paragraphs 1–3 (pp. 253–254)
16	Student Book, Workbook, Audio Program	Reading Selection (pp. 253–259) 140 MIN.	Workbook (p. 172)	Echo Reading *"Celebrating Cinco de Mayo," paragraph 20 (p. 259)
17	Student Book, Workbook	Apply the Reading Strategy (p. 260) 45 MIN. Academic Vocabulary (p. 260) 45 MIN. Reading Comprehension Questions (p. 261) 30 MIN. Text Element (p. 261) 20 MIN.	Workbook (pp. 173)	Paired Reading *Text Element (p. 261)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
18	Student Book, Workbook	About the Readings (p. 262) 15 MIN. Build Background (p. 262) 15 MIN. Vocabulary From the Reading (p. 262) 40 MIN. Reading Strategy (p. 263) 30 MIN. Text Genre (p. 263) 40 MIN.	Workbook (pp. 174–176)	Repeated Reading *Build Background (p. 262)
19	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 263) 15 MIN. Reading Selection (pp. 264–266) 105 MIN. Reading Comprehension Questions (p. 267) 20 MIN.	Workbook (p. 177)	Choral Reading *"Legend of the Dreamcatcher," paragraphs 10–13 (p. 266)
20	Student Book, Workbook	Spelling (Workbook p. 178) 15 MIN. Writing Conventions (Workbook p. 179) 15 MIN. Connect Readings 1 and 2 (p. 267) 15 MIN. Listening and Speaking (p. 268) 80 MIN. Reading Fluency (p. 269) 15 MIN.	Workbook (pp. 178–179)	Paired Reading *Listening and Speaking (p. 268)
21	Student Book, Workbook	Vocabulary Development (p. 269) 20 MIN. Grammar (pp. 270–271) 80 MIN. Grammar Expansion (Workbook pp. 183–184) 40 MIN.	Workbook (pp. 180–184)	Repeated Reading *Vocabulary Development (p. 269)
22	Student Book, Workbook	Writing Assignment (pp. 272–273) 60 MIN. Writing Support (p. 273) 20 MIN. Progress Check (pp. 274–275) 60 MIN.	Workbook (pp. 185–188) Have students study for the Chapter 2 Quiz.	Use Punctuation and Type Cues *Student Model (p. 272)
23	Assessment Book	Chapter 2 Assessment (Assessment Book, Unit 4 Chapter 2 Quiz) 140 MIN.		Reading Words in Chunks *"Celebrating Chinese New Year," paragraphs 1–3 (p. 275)
		APPLY & EXTEND		
24	Student Book, Workbook	Listening and Speaking Workshop (pp. 276–277) 120 MIN. Media Workshop (p. 277) 20 MIN.	Prepare Writing Workshop (Student Book p. 277)	Paired Reading *Media Workshop (p. 277)
25	Student Book, Workbook	Media Workshop (p. 277) 120 MIN. Writing Workshop (pp. 278–280) 20 MIN.	Prepare Project (Student Book pp. 278–280)	Echo Reading *Student Model, paragraphs 1–4 (p. 279)
26	Student Book, Workbook	Writing Workshop (pp. 278–280) 120 MIN. Projects (p. 281) 20 MIN.	Prepare Project (Student Book p. 281)	Choral reading *Revising and Editing Checklist (p. 280)
27	Student Book, Workbook	Projects (p. 281) 140 MIN.		Repeated Reading *Project 3 (p. 281)
28	Student Book, Workbook	Milestones to Achievement (pp. 283–285) 110 MIN. Review 30 MIN.	Have students study for the Unit 4 Test.	Echo Reading *"How Mole Lost His Sight" (p. 283)
29	Assessment Book	Unit 4 Assessment (Assessment Book, Unit 4 Test) 140 MIN.		Reading in Words Chunks *"Independence Day Celebrations" (p. 284)

UNIT 4
Preview the Unit

Preteach and Prepare

Preteach

- **Preview** Ask questions to get students thinking about cultures and traditions. ***Ask:*** *What is the most important holiday for your family? What types of things have you learned from your parents and grandparents?* Give students some information about American culture. (For example, on Valentine's Day, Americans give love letters and candy to friends and people they love; on Independence Day, many families have picnics and watch fireworks together.)

[illegible]ulary

- **[illegible]d background** Have students describe a [illegible]tional meal from their culture (the types [illegible]od, the beverages, the special serving [illegible]ms, etc.)
- **[illegible]estions to elicit information** ***Ask:*** *How [illegible]our meals changed since you starting [illegible]e the United States?* (different foods, different utensils, different speed of eating)

[illegible]

- Discuss the meaning of the words [illegible]under, over, outside, inside.* ***Say:*** *We [illegible]words to tell where something is. A preposition helps us tell where or when.* On the [illegible]write *I put my bag ____.* Invite students [illegible]the blank with prepositional phrases (on [illegible]under the coat, inside the car, etc.).

[illegible]t the Image

- [illegible] Explain that the pictures on [illegible]ages show the traditions of different [illegible]s. Explain that this unit deals with how [illegible]le from different cultures adapt to life in [illegible]nited States.
- **[illegible]e personal experience** Invite [illegible]nteers to tell about a challenging moment [illegible]ave had in a different culture. ***Ask:*** *What [illegible]u find most challenging about life in a [illegible]e different from your own? What do you [illegible]ere different?*
- **[illegible]viewing** Use the pictures to discuss [illegible]ions. ***Ask:*** *How would you describe the [illegible]ers?* (colorful, bright) *How would you [illegible]be the people in the parade?* (Strong [illegible]are carrying a dragon through the street [illegible]y.)



Differentiated Instruction • Explore the Theme

Scaffolding

Point to the title of the unit. ***Say:*** *The theme of this unit is Cultures and Traditions. You will read stories about people from different cultures.* Bring in a Halloween mask or an American flag and explain that these are traditional objects from American holidays. ***Say:*** *People wear masks when they celebrate Halloween. They show the flag on Independence Day.* Display pictures of American traditions. Give each a caption and invite students to ask questions about each picture.

Extension

Have students work in small groups. Give each group a blank copy of a simple calendar. Ask students to mark the days that are special holidays for people of their culture. Then, as a class, review each month and discuss the traditions that are part of each season and month of the year. Invite students to share details about how they celebrate the special days of their culture.

Cultures and Traditions

UNIT 4

Explore the Theme

1. Do you recognize any of the **cultural traditions** shown in these pictures? Which ones?
2. What **cultural traditions** do you or the people you know take part in?

Theme Activity

Work with a partner. Write a paragraph describing your favorite cultural tradition. Exchange your paragraph with your partner and read your partner's description. Compare and contrast each other's traditions by discussing the similarities and differences.



Content Connection

Make and confirm predictions Tell students that a *prediction* is a guess about the future. Readers can predict what will happen in a story by using details from the text and their own prior knowledge. To demonstrate a prediction, look at the picture of the family at the Thanksgiving meal. ***Ask:*** *What do you predict the family did after the picture was taken?* (They sat down and ate the meal.) Draw attention to the title of the unit. ***Ask:*** *What theme do you predict you will read about in this unit?* (stories about cultures and traditions) Review the titles of the readings in the unit with the students to confirm their predictions.

Mechanics Connection

Punctuation Tell students that every sentence should end with a punctuation mark. Review periods, question marks, and exclamation points. Print each type of end mark on the board. Give examples of when they should be used. ***Say:*** *A statement ends in a period. A question ends in a question mark. A surprise sentence or exclamation ends in an exclamation mark.* Write these examples on the board. *Jim ate my sandwich. Did Jim eat my sandwich? Hey! Jim ate my sandwich!*

UNIT 4
Preview the Unit

Explore the Theme

Teacher Resources: Graphic Organizers: Two-Column Chart

- **Classroom management** Remember that the makeup of classes can vary greatly. Some students may have very little understanding of American traditions. Others may live in a disparate family situation with little exposure to their own cultural traditions.
- **Teacher Think-Aloud** ***Say:*** *What do I know about traditions? I can think of the traditions from my own family. Talk about a tradition you share with your family.*
- **Graphic organizer** Use a **Two-Column Chart** to help students identify and write about their traditions. On the left column, have students write "Holidays." On the right column, have them write "Traditions." Have them list several holidays from their own culture under the Holiday heading. Have them write a brief description of their cultural traditions for each holiday on the right.

Reading Fluency

Choral Reading Explore the Theme, questions

Sample Answers

1. Students should identify the traditions they recognize. A group of dancers are celebrating Cinco de Mayo. A New Year's parade is marching down a Chinatown street. A family celebrates Thanksgiving.
2. Answers should include personal or cultural traditions.

Theme Activity

- **Preteach vocabulary** Preteach words that students might need to use to tell about traditions (celebration, feast, parade, fireworks, etc.).
- **Relate to personal experience** Have student volunteers describe or share a description of their favorite holidays using this sentence frame: *My favorite tradition is called ___. It is my favorite because _____.* Some students may not be able to find the words for the celebration. Encourage them to discuss with other students that share their culture, draw pictures, or pantomime their experiences. Make a list on the board of the words they used.

Objectives

Reading Strategies

Say: An inference *is a good guess. You use your own experience and details from the reading to infer something about a story or an event. Ask: Suppose a person laughs loudly and other people start to laugh with him. What can you infer?* (Something funny has happened.)

ening and Speaking

Say: A person who gives a demonstration peech is someone who gets in front of people and tells them how to do something. Ask: Can demonstrate how to tie a pair of shoes? hat else can you demonstrate? (brushing h, covering a book, etc.)

mar

hese phrases on the board and have underline the prepositions.
the store
the meal
the couch
Say: In Chapter 1, we will learn about prepositional phrases.

Ask: Who likes stories? Name some of your favorite stories. Say: You will read a story and then write your own short story.

Assessment

Ask: Do you read fiction? Do you prefer ction? Is a newspaper article fiction? Is the ews on TV fiction or nonfiction? How do you

essment

t items from the **Assessment Program** r the **Teacher Resource CD-ROM** with nview.

Focus Question

Say: A custom *is a habit or a way of . It may be your custom to have dinner r family every night. A* tradition *is a way thinking or behaving. A tradition continues on for many years in families and cultures.*

er: Studying customs and traditions arn about other cultures.

the Reading

ary development Explain the title of the y saying that a *slurp* is a loud noise made by le eating soup or drinking. Demonstrate a p for the class.

CHAPTER 1

Objectives

Reading Strategies
Make inferences; Visualize

Listening and Speaking
Give a demonstration speech

Grammar
Learn about prepositional phrases; Recognize appositives

Writing
Write a short story

Academic Vocabulary

infer	indicate
assume	challenge

Academic Content

Cultural traditions about food

Learning mathematics through origami

Chapter Focus Question
What can we learn by studying the customs and traditions of other people?

Reading 1 **Literature**
Short story (abridged)
THE ALL-AMERICAN SLURP
by Lensey Namioka

Reading 2 **Content:** Math
Expository text
Mathematics & Origami
by Theoni Pappas

THE ALL-AMERICAN SLURP

About the Reading

You are going to read a short story. It is about a Chinese-American family that learns about the dining customs of the United States.



Differentiated Instruction • Background Information

Scaffolding

Although a fiction story is a story created by an author and is not real, sometimes an author is inspired by something he or she has experienced in real life. Explain that the main character is not the author. ***Say:*** *Although the characters and the setting of a work of fiction might reflect aspects of the author's real life, this does not mean that they are true.*

Extension

Have students discuss a time that they felt embarrassed because of a cultural difference. ***Ask:*** *How is your culture different from American culture? Are the foods different? Clothes? Language? What have you noticed is interesting / different about American culture?*

Before Reading 1

Build Background

Chinese Dining Customs

China is a very large country in Asia. Many Chinese people have immigrated to the United States, and they have brought their cooking and dining traditions with them.

Dining traditions in China are different from the traditions in the United States. In a Chinese meal, every person has a bowl for rice, and plates of vegetables and meat are put in the middle of the table. Each person uses chopsticks to take small pieces of vegetables or meat. They eat this with some of the rice. Then they take another piece. In the United States, everyone has a plate, and they put everything they want to eat on it at the beginning of the meal.





A Chinese-style meal



An American-style meal

Use Prior Knowledge

Think About Your Eating Traditions

In "The All-American Slurp," a family from China tries to learn how to eat the way people in the United States do. How do people eat in your culture? Draw a chart like the one below. Think of several things that people in your culture eat at home. How do you eat these things? With a fork? With a spoon? With chopsticks? With your fingers? With something else?

food	how we eat it
taco	fingers

Cultural Connection

Build background Tell students that Chinese dining customs are different from American customs. For example, Chinese people usually sit on the floor to eat. They eat with chopsticks instead of knives, forks, or spoons. It is impolite to tap on the side of your bowl with your chopstick. Tapping will insult the cook. At a Chinese meal, the oldest person is served first.

Invite students to share elements of their own culture that have to do with eating and table manners.

Build Background

Chinese Dining Customs

- **Pre-assess** Invite students to share what they already know about food customs in America. ***Ask:*** *What is the most unusual food or food custom you have found in America?* (Sample answer: People in America eat standing up and while walking and doing other things.)
- **Preteach vocabulary** *Etiquette* means good manners. In America, etiquette says that you eat from your plate. In China, etiquette says that people eat directly from the serving bowl.
- **Teach** Draw students' attention to the two photographs on the page. Discuss the serving dishes, the utensils used, and the arrangement of the food on the plate and table. Use the information from the text to compare and contrast American and Chinese meals.

Reading Fluency

Paired Reading Build Background

Use Prior Knowledge

Think About Your Eating Traditions

- **Preview** ***Say:*** *Prior knowledge is something that you already know. You already know how to eat your traditional foods. This is your prior knowledge. You can use prior knowledge to learn more about other people and other cultures.*
- **Prepare** Draw the chart on the board with the headings given. Invite students to copy the chart into their notebooks and fill it out with their own prior knowledge.

Sample Answers

food:	how we eat it:
rice and vegetables	chopsticks
spaghetti	knife and fork
ice cream	spoon
milk	from a cup

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
[illegible] Txxx

Teacher Resources: Graphic Organizers: [illegible] Web, Vocabulary Log

Word Connections

disgrace *(dishonor, disrespect, meanness, scandal, tarnish)*
etiquette *(code, convention, courtesy, politeness, rules)*
progress *(advance, buildup, improvement, ongoing, headway)*
promotion *(advancement, elevation, encouragement, honor, raise)*
spectacle *(comedy, curiosity, drama, production)*
stalk *(reed, shaft, spike, twig)*

Have students use **Word Webs** to show relationships between words in the Word Connections.

Recognition Have students look for root words in the words *promotion* (promote) and *disgrace* (grace). Explain that prefixes and suffixes change the meaning and part of speech for some words.

Graphic organizer Have students use a **Vocabulary Log** to record the new words and their definitions.

Tell students to look through the story they are about to read and find each Key Vocabulary word where it is used in the story.

Learn Vocabulary Answers

[illegible]ress and upset; 2. manners; 3. improvement, [illegible]e position that pays more money and has [illegible]sibility; 5. embarrassed himself; 6. plant [illegible]f the ground

[illegible] Vocabulary Answers

[illegible] 6. d

[illegible]bulary Independently [illegible] Answers

[illegible]maining vocabulary will vary, but [illegible]cted answers are as follows:
[illegible]nners; etiquette usually refers to [illegible]tions, whereas manners usually means [illegible] polite behavior
[illegible]ress improvement; progress implies work over [illegible]eas improvement can be a quick change [illegible]dvancement; promotion usually is [illegible]d, but advancement can be any kind
[illegible]ght; spectacle implies embarrassment, [illegible]ould mean something grand or

[illegible]kpoint Sample Answer

[illegible] progress at work and got a promotion.

Before Reading 1

Key Vocabulary

- disgrace
- etiquette
- progress
- promotion
- spectacle
- stalk

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted** word. Use the context to determine the meaning of the word.

1. Tom's bad behavior at the restaurant **disgraced** his family; embarrassed and upset, they left before finishing their meal.
2. André behaves properly at the dinner table—he has good **etiquette**.
3. She practiced swimming every day, and as time passed she could tell she was making **progress** because her swimming was improving.
4. My father got a **promotion** at work; now he makes more money and has more responsibility.
5. Ian felt embarrassed because he made a **spectacle** of himself when he fell down in the middle of the school play.
6. We planted bean seeds in the garden, and soon a bean **stalk** grew out of the ground.

Practice Vocabulary Match the correct Key Vocabulary word to its explanation on the right.

1. **disgrace**	a. correct or polite behavior
2. **etiquette**	b. move from one job to a higher-level one in the same company
3. **progress**	c. bring shame to
4. **promotion**	d. stem of a plant
5. **spectacle**	e. strange or amazing sight
6. **stalk**	f. process of improving or moving toward a goal

Build Your Knowledge

"Shades of meaning" describes the small differences in meaning in related words or synonyms.

Use Vocabulary Independently Use a dictionary or a thesaurus to identify a synonym (a word or phrase with the same meaning as another word) for three of the Key Vocabulary words. Then explain their shades of meaning.

1. **disgrace:** *dishonor*
   Disgrace can mean to cause others to look unfavorably upon you.
   Dishonor can mean to damage a reputation.

Checkpoint

Write a sentence using the words **progress** and **promotion**.

Vocabulary Log | Workbook page 149 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Write each sentence on the board and ask students to identify each unfamiliar word. Then simplify each sentence to its subject and verb. Add phrases and descriptors to the basic sentence as students follow along. Have students copy the simple sentence in their notebooks, and then add phrases to the simple sentence as their understanding grows.

Extension

Divide students into pairs and have them create Word Webs with the new vocabulary words and their synonyms. Each Web should contain the Key Vocabulary word in the middle and two synonyms. Students can add an illustration to demonstrate the meaning of the words. The word webs can be posted and referenced during reading.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
infer *verb*	to make a guess about something that is unknown using some information that is known	What can you **infer** about the girl's feelings from the expression on her face?	
assume *verb*	to believe something is true without knowing for sure	I **assumed** that they were not home when no one answered the phone.	

Draw a picture and write a sentence for each word.

Reading Strategy

Make Inferences

Authors do not always state everything directly in the text. When you **infer**, you connect clues provided in the reading with your experiences and knowledge. This helps you determine the author's meaning.

As you read "The All-American Slurp," follow these steps to make inferences.

1. Look for details and clues in the text.
2. Think about your own related experiences and knowledge.
3. Put the text details and your knowledge together. Make a logical or reasonable guess. What can you **assume** about the main characters and the story events?
4. Look at the chart. After you read, you will complete the chart.

Details from the story	+	Your experience and knowledge	=	Inference
_____		_____		_____
_____		_____		_____
_____		_____		_____
_____		_____		_____

Checkpoint

1. Explain the meaning of the word **assume** to a partner.
2. Think of a situation in which you used clues to **infer** something.

Vocabulary Log · Workbook page 150 · Independent Practice CD-ROM/Online

Writing Strategies

Spelling Point out the Key Vocabulary words that have unusual or confusing spellings. Discuss the features of each word that make it difficult to decipher.

Rewrite the word *etiquette* phonetically: /eh'-tih-kit/. Point out that the word was taken from French and is spelled with a French ending.

In the word *promotion*, draw attention to the final suffix, *-tion*. Demonstrate proper pronunciation of the word and give other examples of words that use the same ending with the same pronunciation (pronunciation, motion, attention, etc.).

Unit 4 • Chapter 1 Before Reading 1

Academic Vocabulary

Vocabulary for the Reading Strategy

- **Instructional Routine for Academic Vocabulary** page Txxx
- **Teacher Resources:** Graphic Organizers: Word Web, Vocabulary Log

Word Connections

infer *(ascertain, assume, deduce, glean, reckon)*
assume *(conclude, believe, imagine, speculate)*
Have students use **Word Web** to show relationships between words in the word connections.

- **Vocabulary development** Draw a picture of a dark cloud in the sky and puddles on the ground. ***Ask:*** *What can you infer about the weather in this picture?* (It just rained.) ***Ask:*** *What information did you use to make this inference?* (I know that clouds make rain. I know that rain often creates puddles.)
- **Paired discussion** Have students work in pairs to compare their drawings and sentences.

Reading Strategy

Make Inferences

- **Preteach** Have students make a chart in their notebooks like the one on page 217. Explain how to get the information to write in each box. Explain that the last box lists a product of the information in the first two boxes.
- **Apply** Use these sentence prompts from everyday life to show students how inferences are made. ***Say:*** *You might want to bring your umbrella to school today,* to which the students respond, *It is going to rain.* ***Say:*** *I'm wearing a bathing suit because . . .* (I am going swimming.)

Checkpoint Sample Answers

1. Answers will vary. Students should give an example of something they *assumed* because of a clue.
2. Answers will vary. Student explanations should suggest that *infer* means to make a reasonable guess based on facts or clues.

Text Genre

Short Story

Teach vocabulary Figurative language is a common feature of short stories. The word *figurative* means that words are used in a way in which they are not typically used in order to express an idea colorfully. There is usually a comparison between two things.

Meet the Author

Lensey Namioka

Author's background Lensey Namioka has written many books for young people. Many of her adventure stories deal with the samurai, Japanese warriors. Namioka studied math in college. However, she discovered after her graduation that she enjoyed being a writer.

Building Fluency

Choral Reading Meet the Author

Reading Focus Questions

- **Clarify** *Say: Remember that culture and traditions are customs and beliefs that come from people's habits and the way they live.*
- **Author purpose** *Ask: What would make someone want to write about a personal experience?* (They may want to share a funny story or entertain the reader.)

Reading Focus Questions Sample Answers

1. The kinds of foods people eat and how we eat them is considered good manners or rude behavior in different cultures.
2. She might have written this short story to share the experience of people who grow up in one culture, then experience another culture's traditions.
3. The author uses the setting of common dining experiences such as eating in a new place, over at someone's house or at a restaurant. We have all been embarrassed or awkward in these places. This is why we find this story interesting.

Checkpoint Sample Answer

Figurative language means that words do not mean exactly what they say. Figurative language creates

Before Reading 1

Text Genre

Short Story

"The All-American Slurp" is a short story. A short story is fiction, a story that the author creates from his or her imagination. Short stories can include the following features.

Short Story	
characters	people in a story
setting	when and where the events take place
figurative language	language that goes beyond the literal meaning of words in order to help the reader see an idea or subject in a new way



Meet the Author

Lensey Namioka was born in Beijing, China, in 1929. She and her family moved to the United States in 1938. Her father was a Chinese language specialist. He helped to develop the system for writing Chinese using the same alphabet we use to write in English. Namioka moved around a lot during her childhood. Because of her own experiences, she writes sensitively about the Chinese-American immigrant experience. She also has a sense of humor about the misunderstandings that can occur between the two cultures.

Reading Focus Questions

As you read, think about these questions.

1. How do the narrator's experiences with food relate to the theme of "cultures and traditions"?
2. What do you think was the author's purpose for writing "The All-American Slurp"?
3. How does the use of setting make this story more interesting?

Checkpoint

Explain what **figurative language** is in your own words.

Workbook page 151

Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Help students understand what makes a short story different from a novel. Besides its length, a short story often has fewer characters. It is usually focused on creating one single effect, as opposed to a novel, which can have a longer, more complex plot.

Extension

Encourage students to visit the school or public library and look for other works by Lensey Namioka. Remind students that libraries organize their collections according to genre, such as fiction, nonfiction, poetry, biography, and so on. Explain that since Namioka has written books for adults and for young adults, her work may be in several parts of the library. Challenge students to find Namioka's books in several parts of the library.

Reading 1

Literature

The All-American Slurp

by Lensey Namioka

1 The first time our family was invited out to dinner in America, we **disgraced** ourselves while eating celery. We had **emigrated** to this country from China, and during our early days here we had a hard time with American **table manners**.

2 In China we never ate celery raw, or any other kind of vegetable raw. We always had to **disinfect** the vegetables in boiling water first. When we were presented with our first **relish tray**, the raw celery caught us unprepared.

3 We had been invited to dinner by our neighbors, the Gleasons. After arriving at the house, we shook hands with our hosts and packed ourselves into a sofa. As our family of four sat stiffly in a row, my younger brother and I stole glances at our parents for a clue as to what to do next.

4 Mrs. Gleason offered the relish tray to Mother. The tray looked pretty with its tiny red radishes, curly sticks of carrots, and long, slender **stalks** of pale green celery. "Do try some of the celery, Mrs. Lin," she said. "It's from a local farmer, and it's sweet."

5 Mother picked up one of the green **stalks**, and Father **followed suit**. Then I picked up a **stalk**, and my brother did too. So there we sat, each with a **stalk** of celery in our right hand.



emigrated left one's country to live in another
table manners polite behavior that is expected of people while eating
disinfect clean by killing germs or bacteria
relish tray dish of foods, often raw vegetables, eaten before a meal
followed suit did the same thing (as someone else)

Reading Strategy

Make Inferences Why do you think the Lins sat stiffly in a row? What details in the text help you answer?

Reading Check

1. **Recall facts** Where is the Lin family from originally?
2. **Recall details** What do the Lins normally do with vegetables?
3. **Analyze character** How does Mrs. Gleason act toward her Chinese guests? How does this affect the story?

Grouping Strategies

Additional opportunities for practice Read the first page aloud and have each student follow along. Then arrange students in small groups and have them read the same passage. Have each student in the group read a paragraph aloud while the others listen silently. Confirm student understanding by asking questions about the content.

Listening and Speaking Strategies

Have students draw a vertical and horizontal line on a page to form two columns and two rows. On the top left, tell them to draw a picture of the narrator's first problem (how to eat raw celery). On the top right, ask them to show how the problem was solved. (They tried celery, liked it, and removed the strings.) In the bottom boxes, tell students to draw another problem and solution in the story. Students should discuss their answers with partners.

Unit 4 • Chapter 1
Reading 1: Literature

"The All-American Slurp," abridged from the short story "The All-American Slurp" by Lensey Namioka. Copyright 1987 from VISIONS, ed. by Donald R. Gallo. Reprinted by permission of Lensey Namioka. **Student Edition pages:** 219–229; **Description of change:** abridged portion of short story; **Rationale:** fit

Read the Selection

CD 3, Track 2 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Have students look at the title of the story. ("The All-American Slurp") Ask students to make predictions about the story based on the title. (Sample answer: It will be about eating in America.)
- **Lifting sentences** After reading the story, have students copy sentences from the text which highlight key events in the plot. Together the sentences will form a summary of the reading.
- **Vocabulary development** Some words may be difficult for students and may need additional definition. Encourage students to replace confusing words with synonyms. Have students add challenging words to their Word Log.

Reading Fluency

CD Assisted Reading "The All-American Slurp," paragraphs 1–4

Reading Strategy

Make inferences Remind students to use their prior knowledge to help answer the question. ***Ask:*** *What do you do when you like a food that is new to you?* (I take a second helping.)

Reading Strategy Sample Answers
The Lins feel awkward and are not sure what to do. They sit together to help and support each other. They watch each other for clues about how to eat the celery.

Reading Check Answers
1. They are from China.
2. They usually clean their vegetables by boiling them in hot water.
3. She wants them to feel welcome and to be comfortable. This affects the story because her inviting the Lins allows them to experience something new.

Read the Selection

- **Preteach vocabulary** Use the footnotes to identify challenging vocabulary words. Write the words on the board, and write a synonym after each word: *revolting* (disgusting, gross), *in unison* (all together, at the same time), *zingy* (spicy, tingly)
- **Cooperative reading** Have students work in groups to read page 220. Divide the page into equal parts and have students take turns reading aloud.
- **Interpret the image** Point out the relish tray image on this page. Have students identify the carrot and celery sticks. Explain that the vegetable sticks are dipped into the dip in the middle of the tray.
- **Style** Point out that the author uses italic type for words that make a sound. Explain that this draws attention to the word. It sets the word apart from the other words in the paragraph.

Reading Strategy

Make Inferences Explain that the author includes details in the text to help you make an inference. The author describes the zingy taste and tells how the Lins take more celery.

Reading Strategy Answers
...may infer that Mrs. Gleason kept smiling ...he wanted to make the Lins comfortable ...come in her home. Maybe she was

Reading Strategy

Make Inferences Why do you think Mrs. Gleason kept smiling?

6 Mrs. Gleason kept smiling. "Would you like to try some of the dip, Mrs. Lin? It's my own recipe: sour cream and onion flakes, with a dash of Tabasco sauce."

7 Most Chinese don't care for dairy products, and in those days I wasn't even ready to drink fresh milk. Sour cream sounded perfectly **revolting.** Our family shook our heads **in unison.**

8 Mrs. Gleason went off with the relish tray to the other guests, and we carefully watched to see what they did. Everyone seemed to eat the raw vegetables quite happily.



Celery stalks and carrots with dip

9 Mother took a bite of her celery. *Crunch.* "It's not bad!" she whispered.

10 Father took a bite of his celery. *Crunch.* "Yes, it *is* good," he said, looking surprised.

11 I took a bite, and then my brother. *Crunch, crunch.* It was more than good; it was delicious. Raw celery has a slight sparkle, a **zingy** taste that you don't get in cooked celery. When Mrs. Gleason came around with the relish tray, we each took another **stalk** of celery, except my brother. He took two.

12 There was only one problem: long strings ran through the length of the **stalk,** and they got caught in my teeth. When I help my mother in the kitchen, I always pull the strings out before slicing celery.

revolting unpleasant enough to make one sick
in unison at the same time
zingy lively

Differentiated Instruction • Reading Comprehension

Scaffolding

Read paragraphs 6 and 7 aloud. Explain that sour cream and onion flakes make a dip, or sauce, that people eat with vegetables. Sour cream is not truly sour, like spoiled milk. Ask students if they have had this dip. Have volunteers describe how it tastes. ***Ask:*** *What two things embarrass the narrator?* (pulling the strings from the celery and bringing chairs to the buffet table)

Extension

Explain to students that some behaviors are appropriate for formal occasions and others are appropriate for informal occasions. Use the story as an example of both. When the author helps her mother in the kitchen, she is in an informal place where she can zip strings from celery. When she is at a party, she is in a formal situation. This is a place where guests politely eat the celery strings.

13 I pulled the strings out of my **stalk**. *Z-z-zip, z-z-zip.* My brother followed suit. *Z-z-zip, z-z-zip, z-z-zip.* To my left, my parents were taking care of their own **stalks**. *Z-z-zip, z-z-zip, z-z-zip.*

14 Suddenly I realized that there was dead silence except for our zipping. Looking up, I saw the eyes of everyone in the room were on our family. Mr. and Mrs. Gleason, their daughter Meg, who was my friend, and their neighbors the Badels—they were all staring at us as we busily pulled the strings of our celery.

15 That wasn't the end of it. Mrs. Gleason announced that dinner was served and invited us to the dining table. It was **lavishly** covered with **platters** of food, but we couldn't see any chairs around the table. So we helpfully carried over some dining chairs and sat down. All the other guests just stood there.

16 Mrs. Gleason bent down and whispered to us, "This is a **buffet dinner**. You help yourselves to some food and eat it in the living room."

17 Our family **beat a retreat** back to the sofa as if chased by enemy soldiers. For the rest of the evening, too **mortified** to go back to the dining table, I **nursed** a bit of potato salad on my plate.

Reading Strategy

Make Inferences Why do you think the Gleason family and their neighbors were staring at the Lin family?



What foods do you recognize on this buffet table?

lavishly generously, as if to impress
platters large flat dishes for serving food
buffet dinner meal in which food is placed on a table for people to serve themselves
beat a retreat went away very quickly
mortified deeply embarrassed or ashamed
nursed slowly ate

Reading Check

1. **Recall details** Why don't the Lins take any of the special dip?
2. **Recall facts** How does the buffet table look?
3. **Predict** The next day, the narrator and Meg will meet. How do you think Meg will react to the narrator?

Home Connection

Making connections Review the description of the buffet table at the Gleason's house. Invite students to tell whether they have ever eaten from a buffet. Ask volunteers to tell how their own family serves food at a party. Finally, ask students to identify the Lin family's feelings after their confusing moment at the Gleason's party. Write the emotion words on the board. (*humiliated, disgraced, embarrassed, silly, foolish, unhappy*)

Grammar Connection

Irregular verbs Many students may not recognize the verbs that are irregular in the simple past tense. For example, *bite / bit* and *sit / sat.* Make a **Two-Column Chart** on the board with the headings Today and Yesterday. Use words from the story to demonstrate irregular present and past tense verbs including the following: *do / did, shake / shook, take / took, has / had, run / ran, catch / caught, see / saw, eat / ate.*

Read the Selection

- **Dramatize** Read the paragraphs on page 221 and ask student volunteers to dramatize the events. Assign students to play the role of Mr. and Mrs. Lin, Mrs. Gleason, the narrator and her brother, Meg, and other guests. Have a speaker narrate the scene to help move the action from one scene to the next.
- **Interpret the image** Explain that the picture shows a typical, formal buffet table. Explain that the word *buffet* comes from French. It means the food is placed on the table so that guests can help themselves. ***Ask:*** *How are the guests getting their food?* (They use tongs and spoons.) *Are guests sitting at the table?* (no)
- **Idioms** Point out idioms used in the story that may be unfamiliar to students. Explain the meaning of each one. For example, *a dash of Tabasco sauce* (a few drops of Tabasco sauce), *dead silence (*complete silence), *the eyes of everyone in the room were on our family (*everyone was looking at our family), *beat a retreat:* (went away quickly).
- **Figurative language** Point out the simile in paragraph 17: "Our family beat a retreat back to the sofa as if chased by enemy soldiers." ***Say:*** *Do you think they were being chased by enemy soldiers?* (no) *How do you think they looked as they went to the couch?* (They were moving quickly or rushing.)

Reading Strategy

Make inferences Write the phrase *too mortified to go back to the dining table* on the board and define any confusing words. *Mortified* means deeply embarrassed or ashamed. Have students describe the situations where the author felt mortified.

Reading Strategy Sample Answers
Students may infer that the neighbors and the Gleasons were surprised by the Lin family pulling the strings off of their celery. When people are surprised by behavior they stare—not because they are rude, but because they are curious.

Reading Check Answers
1. Chinese people do not usually eat dairy products. "Sour" dairy sounded terrible to the Lins.
2. The buffet table is piled high with platters of food.
3. Students may say that Meg will be uncomfortable around the narrator, or they may say that Meg will act naturally or in a friendly manner with her.

Read the Selection

- **Preteach vocabulary** Make sure students understand the words *expensive* (costing a lot of money), *conducted* (showed the way), *harpist* (a person who plays the harp), and *salary* (regular payment for work done).
- **Inquiry reading** Have students read silently to find the answer to a teacher- or student-posed question or to find evidence to support an answer. The answer/evidence is found through silent reading and shared by reading aloud. ***Ask:*** *Why have the Lins gone to the expensive restaurant?* (They are celebrating Mr. Lin's promotion.)
- **Interpret the image** ***Ask:*** *What is the job of the person in the image?* (He is the headwaiter. He is in charge of the dining room of the restaurant.) *How can you tell that the restaurant is expensive?* (The headwaiter wears formal clothing. The lights in the restaurant are fancy chandeliers.)

Reading Strategy

Inferences Explain that a person is trained for a job. A technical job takes many years of training. Tell students that people who do not speak English may have trouble at work since they cannot communicate their knowledge. Point out the sentence, "The promotion not only brought a higher salary . . ." and ask students to see this as a clue to answering the question.

Reading Strategy Answer
Superiors promote him when his English improves. People often receive promotions and higher salaries because of their level of training. Students should infer that Mr. Lin had to improve his English before the job that his training prepared him for.

18 Next day Meg and I got on the school bus together. I wasn't sure how she would feel about me after the **spectacle** our family made at the party. But she was just the same as usual, and the only reference she made to the party was, "Hope you and your folks got enough to eat last night. You certainly didn't take very much. Mom never tries to figure out how much food to prepare. She just puts everything on the table and hopes for the best."

19 I began to relax. The Gleasons' dinner party wasn't so different from a Chinese meal after all. My mother also puts everything on the table and hopes for the best.

* * *

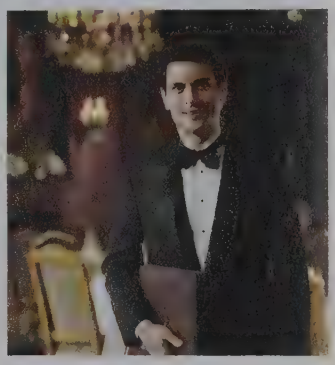
20 Then came our dinner at the Lakeview restaurant.

21 The Lakeview was an expensive restaurant, one of those places where a **headwaiter** dressed in **tails** conducted you to your seat, and the only light came from candles and flaming desserts. In one corner of the room a lady harpist played tinkling melodies.

Reading Strategy
Make Inferences
What can you **infer** about Mr. Lin's training?

22 Father wanted to celebrate, because he had just been promoted. He worked for an electronics company, and after his English started improving, his superiors decided to appoint him to a position more suited to his training. The **promotion** not only brought a higher salary but was also a tremendous boost to his pride.

23 Up to then we had eaten only in Chinese restaurants. Although my brother and I were becoming fond of hamburgers, my parents didn't care much for western food, other than **chow mein.**



headwaiter person in charge of a restaurant's dining room
tails a formal jacket with two long pieces hanging down at the back, usually worn by men
chow mein westernized Chinese dish containing stir-fried noodles, meat, and vegetables

Differentiated Instruction • Reading Comprehension

Scaffolding
For each glossed word, as well as additional confusing words, such as *harpist, expensive, tremendous,* and *salary,* have students find synonyms or explanations that will help them understand the new words. Students can illustrate the words. Add vocabulary to the word wall using the same webs as before.

Extension
A Quick Write is a timed writing activity where the students have to write about a topic for an assigned period of time (usually 2 or 3 minutes). Have students do a Quick Write in their journals about a time when they were embarrassed because of a misunderstanding.

[24] But this was a special occasion, and Father asked his coworkers to recommend a really **elegant** restaurant. So there we were at the Lakeview, stumbling after the headwaiter in the **murky** dining room.

[25] At our table we were handed our menus, and they were so big that to read mine I almost had to stand up again. But why bother? It was mostly in French, anyway.

[26] Father, being an engineer, was always **systematic**. He took out a pocket French dictionary. "They told me that most of the items would be in French, so I came prepared." He even had a pocket flashlight, the size of a marking pen. While Mother held the flashlight over the menu, he looked up the items that were in French.

[27] "***Pâté en croûte,***" he muttered. "Let's see ... *pâté* is paste ... *croûte* is crust ... hmm ... a paste in crust."

[28] The waiter stood looking patient. I **squirmed** and died at least fifty times.

[29] At long last Father gave up. "Why don't we just order four complete dinners at random?" he suggested.

[30] "Isn't that **risky**?" asked Mother. "The French eat some rather peculiar things, I've heard."

[31] "A Chinese can eat anything a Frenchman can eat," Father declared.



elegant tasteful, refined, attractive
murky unclear and dark
systematic based on a system; regular, orderly
pâté en croûte finely ground meat served in a pastry crust (French)
squirmed moved body from side to side from feeling embarrassed or nervous
risky dangerous

Reading Strategy

Make Inferences Why does the narrator say she "squirmed and died at least fifty times"? Use details from the text and your own experiences learning a new language to help you make an inference.

Reading Check

1. **Recall facts** What does the Lakeview restaurant look like?
2. **Author's purpose** Why do you think the author writes about the family dining in two different settings?

Unit 4 • Chapter 1
Reading 1: Literature

Read the Selection

- **Clarify** ***Say:*** *It is difficult to get a job when you do not speak the language well. Mr. Lin's English was not very good when he first came to America. So he had to do work that was below his training level. What happened when he could speak English better?* (He was promoted to a better paying job that was better suited to his training.)
- **Teacher read aloud** Read page 223 aloud. Pause to check understanding and to identify descriptive words. *(special occasion, coworkers, why bother, systematic, marking pen, died fifty times, at random)*
- **Interpret the image** ***Ask:*** *How does the lighting and the tableware help you understand what kind of restaurant this is?* (The lights are low and the table is set with candles and glasses. This is an elegant restaurant with good food and high prices.)

Reading Strategy

Make inferences Have students find the sentence that tells how the narrator felt. ("I squirmed and died at least fifty times.")

Reading Strategy Answer

The narrator is embarrassed because the waiter is waiting, and her father does not understand the menu. She probably just wants to fit in.

Reading Check Answers

1. The restaurant is elegant but very dark. The only light comes from candles on the tables. There is a musician playing a harp, and the waiter is dressed formally.
2. The author writes about the family dining in two places to show that different kinds of dining experiences for someone new to the culture can be awkward in different ways.

Contrastive Analysis

Discuss examples Explain that *pâté en croûte* is a dish of finely ground meat served in a pastry crust. Tell students that the names of recipes do not always describe the ingredients well. Write the following food names on index cards and ask students to work in groups to identify each food: *pigs in a blanket, California rolls, hot dog, London broil, baked Alaska,* and so on. Discuss the examples and invite volunteers to share the names of foods from their cultures that have unusual names.

Listening and Speaking Strategies

Identify figurative language Figurative language means the words create a picture or image. Onomatopoeia is one kind of figurative language.

Onomatopoeia imitates the sounds that animals and things make. Give examples of *bow wow, meow.* It can be fun for students to compare the noises made by animals in their own languages — roosters, dogs, etc. It helps them understand onomatopoeia if they see how it works in their first language. ***Ask:*** *Can you find examples of onomatopoeia in the story?* (z-z-zip, crunch, tinkling sounds of the harp)

Read the Selection

- **Preteach vocabulary** Make sure students understand the words *respectable* (thoughtful and polite), *appreciation* (thankfulness), *unilaterally* (having only one side).
- **Choral reading** Read page 224 aloud as a group. Read loudly and slowly so that students can hear the sound of each word.
- **Interpret the image** ***Ask:*** *What scene is the image depicting?* (It shows the Lin family at the restaurant.) *How do the characters feel?* (They appear to be enjoying their meal.)

Reading Strategy

Make inferences Read paragraph 38 aloud to students before they answer the question. *Ask: What is "too much" for the narrator?* (The embarrassment of her family is too much for her to bear.)

Reading Strategy Answer
The narrator feels embarrassed by her family's lack of South American table manners. Students may relate when their families make a spectacle of themselves and they feel embarrassed and want to get away from the situation.



32 The soup arrived in a plate. How do you get soup up from a plate? I glanced at the other diners, but the ones at the nearby tables were not on their soup course, while the more distant ones were invisible in the darkness.

33 Fortunately my parents had studied books on western **etiquette** before they came to America. "**Tilt** your plate," whispered my mother. "It's easier to spoon the soup up that way."

34 She was right. Tilting the plate did the trick. But the **etiquette** book didn't say anything about what you did after the soup reached your lips. As any respectable Chinese knows, the correct way to eat your soup is to **slurp**. This helps to cool the liquid and prevent you from burning your lips. It also shows your **appreciation**.

35 We showed our appreciation. *Shloop*, went my father. *Shloop*, went my mother. *Shloop, shloop*, went my brother, who was the hungriest.

36 The lady harpist stopped playing to take a rest. And in the silence, our family's **consumption** of soup suddenly seemed unnaturally loud. You know how it sounds on a rocky beach when the tide goes out and the water drains from all those little pools? They go *shloop, shloop, shloop*. That was the Lin family, eating soup.

37 At the next table a waiter was pouring wine. When a large *shloop* reached him, he froze. The bottle continued to pour, and red wine flooded the tabletop and into the lap of a customer. Even the customer didn't notice anything at first, being also **hypnotized** by the *shloop, shloop, shloop*.

Reading Strategy
Make Inferences Why does the narrator leave so quickly from the table? How does your own experience help you to infer this?

38 It was too much. "I need to go to the toilet," I mumbled, jumping to my feet. A waiter, sensing my **urgency**, quickly directed me to the ladies' room.

tilt tip at an angle
slurp make loud sucking noises while eating or drinking
appreciation thankfulness or gratitude
consumption process of eating, drinking, or using things
hypnotized put into a sleep-like state where the mind is open to suggestions
urgency strong need that cannot wait

Differentiated Instruction • Reading Comprehension

Scaffolding
Ask comprehension questions to confirm that students understand the plot of the story. ***Ask:*** *Where are the Lins in this scene?* (at a French restaurant) *What are they celebrating?* (Mr. Lin's promotion) *What do they eat that is so embarrassing to the narrator?* (soup) *What makes the narrator so embarrassed?* (the family's slurping)

Extension
Challenge students to analyze the characters in the story. ***Ask:*** *Who are the strongest characters in the story?* (Mr. and Mrs. Lin) *Do the narrator's parents appear to be embarrassed by their situation?* (They seem to be uneasy, but they are willing to take risks.) ***Ask:*** *How could the narrator learn about public behavior?* (She will have to watch and learn from others who are doing the same things.)

39 I splashed cold water on my burning face, and as I dried myself with a paper towel, I stared into the mirror. In this **perfumed** ladies' room, with its pink-and-silver wallpaper and **marbled** sinks, I looked completely out of place. What was I doing here? What was our family doing in the Lakeview restaurant? In America?

40 The door to the ladies' room opened. A woman came in and glanced curiously at me. I retreated into one of the toilet **cubicles** and latched the door.

41 Time passed—maybe half an hour, maybe an hour. Then I heard the door open again, and my mother's voice. "Are you in there? You're not sick, are you?"

42 There was real concern in her voice. A girl can't leave her family just because they slurp their soup. Besides, the toilet cubicle had a few drawbacks as a permanent **residence**. "I'm all right," I said, undoing the latch.

43 Mother didn't tell me how the rest of the dinner went, and I didn't want to know. In the weeks following, I managed to push the whole thing into the back of my mind, where it jumped out at me only a few times a day. Even now, I turn hot all over when I think of the Lakeview restaurant.



Reading Strategy

Make Inferences Why does the narrator feel she "looked completely out of place"? Why does the girl finally return? Use details from the paragraph and what you know to answer.

Reading Check

1. **Recall facts** Why does the Lin family slurp their soup?
2. **Describe** What does the ladies' room at the restaurant look like?
3. **Identify cause and effect** Why does the narrator "turn hot all over" when she remembers the Lakeview restaurant?

perfumed with a pleasant, attractive smell; fragranced
marbled made of polished decorative stone
cubicles small areas with walls on three sides and a door
residence place where one lives

Unit 4 • Chapter 1
Reading 1: Literature

Read the Selection

- **Make a timeline** Have students work in groups to make a **Timeline** of events in the story. Start with the events at the Gleasons' house and add an entry for each additional scene that the author describes. ***Ask:*** *What happens next in the story?*
- **Page, paragraph, or pass** Read page 225 aloud as a group. Have each student read as much as they are comfortable reading. Allow students to pass if they are not comfortable reading in front of the group.
- **Interpret the image** ***Ask:*** *What is the girl in the image doing?* (splashing water on her face) *What feeling does she have?* (She feels warm from embarrassment.) *How does the water help?* (The water helps cool her face.)

Reading Strategy

Make inferences Have students think of a time they were embarrassed. Ask them to remember what helped them get over the embarrassment.

Reading Strategy Answer

The narrator feels she looked "completely out of place" because she is in a very fancy restaurant in another country. The narrator decides to return because she knows her family is concerned about her.

Reading Check Answers

1. It is the correct way to eat soup in China. It helps cool off the hot liquid. It is also a way of showing you appreciate the food.
2. It has pink-and-silver wallpaper and marbled sinks. These things look expensive.
3. She was very embarrassed at the restaurant because of her family's behavior, so when she thinks of the restaurant, she gets embarrassed again.

Writing Strategies

Quotation marks Remind students that writers show words that are spoken by writing them between quotation marks. ***Say:*** *I want you to read this book. How can I write a sentence that shows the words I just said?* Write on the board: The teacher said, "I want you to read this book." Circle the quotation marks. ***Say:*** *You know that the words between quotation marks are the exact words that I said. Can you find examples of quotation marks used in this story?* (paragraphs 38, 41 and 42)

Writing Strategies

Point of view Tell students that this story is written in the first-person point of view. It uses the words *I, we, me,* and *my.* Have students rewrite paragraph 39 from the third-person point of view, written by an observer of the scene. ***Ask:*** *How would the story be different if the narrator did not tell the story herself?* (If someone else told the story that person might not be able to accurately explain what the character is feeling.) Invite volunteers to read their paragraphs aloud.

Read the Selection

- **Vocabulary development** Ask students to describe the scene. Direct attention to the boldfaced words. Help students pronounce the words and find their meanings.
- **Silent with support** Have students read page 226 silently, but allow them to turn to a partner or group member for help with understanding vocabulary or confusing text. Students may also be directed to stop at designated points to summarize and clarify key events.
- **Relate to personal experience** Point out that the picture shows a classic Chinese dish with shrimp and vegetables. ***Ask:*** *What other Chinese dishes are you familiar with?* (Sample answers: sweet and sour chicken, fried rice)

Reading Strategy

...ferences In paragraph 44, have students find the sentences about the meeting with the teacher. Have a volunteer read the paragraph aloud. Have students who understand the custom speak about the cultural problem with accepting compliments.

Reading Strategy Answer
...dents may infer that the narrator's mother ...eels to the first PTA meeting to show that ...ore like an American woman now, even ...they made her trip. High heels are a sign of ...up" and might be considered respectful or ...al clothing to wear when meeting with a

Reading Strategy

Make Inferences Why do you think the narrator's mother put on her first pair of high heels for the PTA meeting? Use details from the text and what you know to answer.

44 But by the time we had been in this country for three months, our family was definitely making **progress** toward becoming **Americanized.** I remember my parents' first **PTA** meeting. Father wore a neat suit and tie, and Mother put on her first pair of **high heels.** She stumbled only once. They met my homeroom teacher and beamed as she told them that I would make honor roll soon at the rate I was going. Of course Chinese **etiquette** forced Father to say that I was a very stupid girl and Mother to protest that the teacher was showing **favoritism** toward me. But I could tell they were both very proud.

45 The day came when my parents announced that they wanted to give a dinner party. We had invited Chinese friends to eat with us before, but this dinner was going to be different. In addition to a Chinese-American family, we were going to invite the Gleasons.

46 "Gee, I can hardly wait to have dinner at your house," Meg said to me. "I just *love* Chinese food."

47 That was a relief. Mother was a good cook, but I wasn't sure if people who ate sour cream would also eat chicken **gizzards** stewed in soy sauce.

48 Mother decided not to take a chance with chicken gizzards. Since we had western guests, she set a table with large dinner plates, which we never used in Chinese meals. In fact we didn't use the individual plates at all, but picked up food from the platters in the middle of the table and brought it directly to our rice bowls. Following the practice of Chinese-American restaurants, Mother also placed large serving spoons on the platters.



Americanized like people in the United States in appearance or character
PTA an organization of teachers and the parents of their students
high heels shoes with a high back part worn by women
favoritism unfair special treatment
gizzards the second stomach of a bird where food is broken up

Differentiated Instruction • Reading Comprehension

Scaffolding

Reinforce understanding of cultural differences with accepting compliments. ***Say:*** *Did the narrator's parents really think she was a stupid girl?* (no) *Do you think the teacher was surprised at their reaction?* (Yes, because the teacher probably is not used to parents insulting their children.)

Extension

Read paragraph 48 and compare the meal Mrs. Lin prepares to the typical Chinese meal that the narrator is used to. Make a **Two-Column Chart** with the headings "Typical Chinese Meal" and "Mrs. Lin's Party Meal." Have students call out the differences between them. (Typical Chinese Meal: Food is eaten from the serving dishes. Everyone has a rice bowl. Platters do not have serving spoons. Guests eat each food individually. "Mrs. Lin's Party Meal": Large dinner plates, serving spoons, guests spoon all the food onto their plates.

49 The dinner started well. Mrs. Gleason exclaimed at the beautifully arranged dishes of food: the colorful candied fruit in the sweet-and-sour pork dish, the noodle-thin shreds of chicken meat **stir-fried** with tiny peas, and the **glistening** pink **prawns** in a ginger sauce.

50 At first I was too busy enjoying my food to notice how the guests were doing. But soon I remembered my duties. Sometimes guests were too polite to help themselves, and you had to serve them with more food.

51 I glanced at Meg, to see if she needed more food, and my eyes nearly popped out at the sight of her plate. It was piled with food: the sweet-and-sour meat pushed right against the chicken shreds, and the chicken sauce ran into the prawns. She had been taking food from a second dish before she finished eating her helping from the first!

Reading Strategy

Make Inferences
What did the narrator think when she saw Meg's plate of food? What details from the paragraph help you answer?



A sampling of Chinese dishes

Reading Check

1. **Recall details** What details suggest the Lin family is becoming more Americanized?
2. **Recall facts** What foods does the narrator's mother prepare for the dinner party?
3. **Analyze character** What are the duties of a proper hostess according to the narrator?

stir-fried cooked quickly over a high heat; a common way of cooking in Asia
glistening shining brightly, usually from wetness
prawns shellfish similar to shrimp but larger

Read the Selection

- **Summarize** ***Ask:*** *How did the party go?* (It went well and the guests enjoyed themselves.) *What did the narrator learn from the party?* (The narrator learned that she is not the only one who feels uncomfortable with new foods.)
- **Jigsaw reading** Have cooperative groups read different sections of the story. Then have the groups come together and read their particular section. This puts the story together like a puzzle.
- **Interpret the image** ***Ask:*** *How does the Chinese food in the image look different from American food?* (It is in separate serving bowls, and it has meat and vegetables mixed with a sauce.)

Reading Strategy

Make inferences Explain the idiom *my eyes nearly popped out,* which is figurative language that means "I was surprised."

Reading Strategy Answer
The narrator's mother has prepared several dishes. The narrator says her eyes nearly popped out at the sight of Meg's plate. The narrator is shocked that, instead of eating from one dish, Meg has piled her plate with food. This mixes up the flavors, which the Chinese don't do.

Reading Check Answers
1. Her mother wears high heels and her father wears a tie to the PTA meeting. They plan a dinner party at which they use individual plates and large serving spoons.
2. Sweet and sour pork, stir-fried chicken, and prawns in a ginger sauce.
3. A proper hostess should check to see how her guests are doing and serve them food if they are too polite to help themselves.

Cultural Connection

Plan an event Have students plan a party for American friends. Have groups of students from similar cultural backgrounds work together to plan the food, the arrangement of the food, and the guest list.

Have them plan how they can make their American guests feel comfortable. Invite each group to share their plans with the class.

Listening and Speaking Strategies

Oral summary Have each student choose one of the characters to describe orally. Have students organize their presentations by writing a list of character traits, such as *timid, bold, funny, brash.* Encourage students to use a thesaurus for help.

After students have prepared their presentations, allow class time for each student to read the descriptive words they have found for their character. Have other students guess the character being described.

Read the Selection

- **Review vocabulary** Have students review the highlighted words in the reading, the boldfaced words, as well as additional challenging words that they may find difficult, such as *prawns, gravel,* and *cement.*
- **Tapping reading** In this activity, begin reading aloud. As you continue to read, tap a student on the shoulder, who then joins in reading aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** ***Ask:*** *Who has used chopsticks before? Explain how you learned to use them.* Volunteers can demonstrate their experiences with pencils.

Reading Fluency

Reading "The All-American Slurp," paragraph 55–61

Reading Strategy

Make Inferences Read paragraph 53 where Mr. Gleason's behavior is shocking to the narrator.

Reading Strategy Answer
The narrator wants to giggle when she sees Mr. Gleason giggle with his chopsticks and then pick up food with his hands. We can infer from her reaction that this is something that someone from China would



52 Horrified, I turned to look at Mrs. Gleason. She was dumping rice out of her bowl and putting it on her dinner plate. Then she **ladled** prawns and gravy on top of the rice and mixed everything together, the way you mix sand, gravel, and cement to make **concrete**.

Reading Strategy
Make Inferences
Why is the narrator surprised at Mr. Gleason's behavior? Use details from the text and what you know to answer.

53 I couldn't bear to look any longer, and I turned to Mr. Gleason. He was chasing a pea around on his plate. Several times he got it to the edge, but when he tried to pick it up with his chopsticks, it rolled back toward the center of the plate again. Finally he put down the chopsticks and picked up the pea with his fingers. He really did! A grown man!

54 All of us, our family and Chinese guests, stopped eating to watch the activities of the Gleasons. I wanted to giggle. Then I caught my mother's eyes on me. She frowned and shook her head slightly, and I understood the message: the Gleasons were not used to Chinese ways, and they were just **coping** the best they could. For some reason I thought of celery strings.

55 When the main courses were finished, Mother brought out a platter of fruit. "I hope you weren't expecting a sweet dessert," she said. "Since the Chinese don't eat dessert, I didn't think to prepare any."

ladled served using a deep spoon (used for serving liquids)
concrete building material made from cement, sand, and small rocks
coping facing difficulties and trying to overcome them

Differentiated Instruction • Reading Comprehension

Scaffolding
Build vocabulary by asking students to demonstrate the glossed words, such as *ladled, concrete, grinned, stuffed,* and *high heels.* Have students draw pictures, find examples, or demonstrate the action to show that they understand the vocabulary word.

Extension
Distribute pairs of chopsticks and have students practice picking up objects, such as pencils, coins, papers, etc. ***Say:*** *Some people use chopsticks to eat all of their foods. You may find that chopsticks feel clumsy unless you learn to use them from childhood.*

56 "Oh, I couldn't possibly eat dessert!" cried Mrs. Gleason. "I'm simply **stuffed**!"

57 Meg had different ideas. When the table was cleared, she announced that she and I were going for a walk. "I don't know about you, but I feel like dessert," she told me, when we were outside. "Come on, there's a Dairy Queen down the street. I could use a big chocolate milk shake!"

58 Although I didn't really want anything more to eat, I insisted on paying for the milk shakes. After all, I was still **hostess**.

59 Meg got her large chocolate milk shake, and I had a small one. Even so, she was finishing hers while I was only half done. Toward the end she pulled hard on her straws and went *shloop, shloop*.

60 "Do you always slurp when you eat a milk shake?" I asked, before I could stop myself.

61 Meg **grinned**. "Sure. All Americans slurp."



Reading Strategy

Make Inferences Why does the narrator ask Meg about the sound she makes drinking her milk shake? Use details from the text and what you know to answer.

Reading Check

1. **Recall details** Did Mrs. Lin prepare a dessert?
2. **Recall details** Where do the narrator and Meg go after the meal?
3. **Analyze theme** How does the last line of the story sum up the theme of the story?

stuffed the feeling of being too full from eating too much
hostess female person in charge of a social event
grinned gave a big smile

Read the Selection

- **Summarize** ***Ask:*** *What happens at the Dairy Queen that surprises the narrator?* (Meg slurps on her straw when she is finished with her milkshake.) *Why does this surprise the narrator?* (She is surprised because she had been so embarrassed in the restaurant when her family was slurping their soup.)
- **Independent reading with sticky notes** Have students read independently, but give them sticky notes to keep at their desks. Tell them to put a sticky note on the page if they encounter a difficult word or a section they do not understand. This acts as a "flag" that the student needs help. You can then help students individually without disrupting the rest of the class.
- **Interpret the image** Draw students' attention to the image and have them find the passage in the story that it illustrates. ***Ask:*** *What caption would you put under the image on page 229?* (She listens to Meg slurping at her milk shake with wonder.) ***Ask:*** What caption would you put under the image?

Reading Strategy

Make inferences Review the scene where the Lins slurped their soup in the restaurant. Remind students that the narrator felt so embarrassed that she went to hide in the bathroom.

Reading Strategy Answer

The narrator notices the sound the straw makes. She is probably remembering the Lin family's dinner at the Lakeview restaurant and comparing the sound with the sounds they made eating their soup and the events that followed.

Reading Check Answers

1. No, she brought out a platter of fruit.
2. They went to an ice cream shop for milk shakes.
3. Sample answers: The narrator no longer feels so self-conscious about her Chinese ways. She feels more like an American and has adjusted to the customs of the United States. She even drinks a small milk shake whereas before she would not touch dairy products. The narrator has come to understand and accept the values of two cultures. Maybe they aren't so different because they both slurp!

Cultural Connection

Cite differences The Lins are good at using chopsticks, but the Gleasons are not. Tell students to identify a skill from their own culture that Americans are unfamiliar with. Have them give a demonstration of the skill for the class. After each demonstration, discuss the reasons that Americans are not familiar with the skill and where students can go to find others who share the skill.

Writing Strategies

Combining sentences Explain that sometimes sentences can be combined to make writing flow more smoothly. Write short sentences on the board and have students combine them into one sentence. For example: *Mr. Gleason tried to eat a pea. Mr. Gleason chased it with his chopstick. He put down the chopsticks. He picked up the pea with his fingers.* (Mr. Gleason tried to eat a pea with his chopsticks. He put down the chopsticks and picked up the pea with his fingers.)

Apply the Reading Strategy

Make Inferences

Apply Point out that students make inferences every day. Offer these examples and ask students to make the inference. ***Say:*** *I arrive at the bus stop and no one is standing there.* (A bus has just left.) *I walk along a street and fire engines stop in front of a nearby building.* (There is a fire inside the building.)

Sample Answers

Inference: 5. The Lins have never been to a [illegible] a buffet.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Additional Routine for Vocabulary

Resources Dynamic Word Web

Connections

indicate *(announce, demonstrate, imply, signify)*
challenge *(demand, inquire, investigate)*

Have students use **Word Webs** to show relationships between words in the Word Connections.

- **Explain** Explain that knowing these words will help students understand the **Reading Comprehension Questions** on page 231.
- **Practice academic vocabulary** Read the explanations and sample sentences with students. Discuss the sentences. *Ask: What does it indicate when drips start coming from the ceiling?* (The roof is leaking.) *Is it a challenge to climb a mountain carrying a heavy pack?* (yes) Ask students to give examples of challenges they have encountered in their lives.

Apply the Reading Strategy

Make Inferences

Complete the Reading Strategy graphic organizer.

1. Review the **Reading Strategy** on page 217.
2. Copy the graphic organizer.
3. Look at each page of the reading. List details and clues that you can use to make inferences in the first box.
4. Write information you know from your experience in the second box.
5. What can you **assume** about the characters and events based on details from the story and your own experience? Write what you **infer** in the third box.

Details from the story	+	Your experience and knowledge	=	Inference
At the party, the Lins try to be helpful by bringing chairs to the table.		A buffet table is meant for self-service at parties with many guests.		

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
indicate *verb*	to show or suggest that something else is true	Dark clouds **indicate** that it is going to rain very soon.	
challenge *noun*	a difficult task	Tina found art class to be a **challenge** because she was not good at drawing.	

Draw a picture and write a sentence for each word.

Checkpoint

1. What do good grades **indicate** about a person?
2. What is a **challenge** you have faced?


Independent Practice CD-ROM/Online

Differentiated Instruction • Reading Comprehension

Scaffolding

Explain the Academic Vocabulary chart. ***Say:*** *The word you should learn in the first row is* specific. *Read across the chart to find the definition and a sample sentence. The last column has a picture or a graphic that helps explain the meaning of the word.*

Extension

Practice using *indicate* and *challenge* in a literary context. ***Ask:*** *What are the challenges that the narrator faces in the story "The All-American Slurp"?* (She faces the challenge of learning American customs and fitting into American social situations.) ***Ask:*** *What does the narrator's attitude at the end of the story indicate about her future in the United States? (She is curious about American customs but still has not forgotten the customs she grew up with.)*

Reading Comprehension Questions

Think and Discuss

1. **Recall details** What happens when the Lin family tries eating raw celery? Use Key Vocabulary words in your answer.
2. **Describe** Describe what happens at the Lakeview restaurant. Use Key Vocabulary words in your answer.
3. **Recognize cause and effect** What do the Gleasons do that surprises the Lins? How does the Lin family react?
4. **Relate to your own experiences** The author describes the Lin family's first PTA meeting. How would you feel if your parents responded as the main character's parents did? Why do you think the author included this event in the story?
5. **Analyze character** How does Mr. Lin deal with the **challenge** of eating in a French restaurant? What does this **indicate** to you about his character? How does this affect the story?
6. **Revisit the Reading Focus Questions** Go back to page 218 and discuss the questions.

Workbook page 152 | Independent Practice CD-ROM/Online

Literary Element

Figurative Language

Figurative language is language that helps the reader see things in new, interesting ways. Figurative language is imaginative. It is not meant to be read as literal. Literal means keeping the exact meaning of a word or phrase.

These are some different types of figurative language.

simile: a comparison of two different things that uses the words *like* or *as;* Example: The Lakeview Restaurant was murky and dark like a cave.

metaphor: a direct comparison of two different things; Example: Learning to eat differently was a bridge the Lin family had to cross.

hyperbole: a figure of speech which is an exaggeration; Example: I squirmed and died at least fifty times.

onomatopoeia: the use of a word whose sound imitates its meaning; Example: Mother took a bite of her celery. Crunch.

Read the following sentences. Identify the figurative language in each, and determine which kind of figurative language it is.

1. It was so cold, Julia said icicles were forming on her eyelashes.
2. The cold air felt like pins and needles on her skin.
3. The snow was a blanket that covered the lawn.
4. Julia zipped up her coat and put on her gloves.

Checkpoint Name and explain two kinds of **figurative language.**

Workbook page 153 | Independent Practice CD-ROM/Online

Reteach and Reassess

Text Genre Have students list and define the characteristics of a short story (short work of fiction; has characters, uses setting, demonstrates figurative language). Prompt students with questions if necessary. ***Ask:*** *Who are the characters in a short story?* (the people the story is about) *Is a short story fiction or nonfiction?* (fiction)

Reading Strategy ***Say:*** *When we make inferences, we use our own prior knowledge and details from the reading to make a good guess.* Summarize several newspaper articles and ask students to make inferences based on the details and their own experiences. Write the inferences on the board.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. They decide the raw celery is delicious, but the strings get stuck in their teeth, so they pull them out before eating them. They make a spectacle and everyone else in the room stares at them.

"Think and Search"

2. At the Lakeview restaurant, the family makes a spectacle of themselves by breaking the rules of good etiquette and slurping their soup in a public place. The family is disgraced once again by not being familiar with the customs of their new country.
3. Mr. Gleason has trouble using chopsticks. Meg mixes the food from different dishes together. Mrs. Gleason dumps her rice out of her bowl. The Lin family is surprised but they don't laugh or tell them what they're doing is wrong in their culture.

"Author and You"

4. Answers will vary. Students may say that they would feel hurt if their parents called them stupid. The author includes this event to show the difference between western customs and Chinese customs.

"On Your Own"

5. Mr. Lin plans ahead. He brings a French dictionary to look up the foods on the menu. He even brings a flashlight along with him. Mr. Lin is very systematic in the way he handles problems. This indicates that the parents are in some ways more flexible in trying to adapt than the narrator, who continues to be embarrassed at that point.

Revisit the Reading Focus Questions

6. See sample answers to Reading Focus Questions on page 218.

Literary Element

Figurative Language

Understand metaphors Explain that metaphors help the author create feeling and meaning in the story. A metaphor might be funny. (The room was a pig pen.) It might be scary. (The night was ink.)

Reading Fluency

Reading Words in Chunks Literary Element

Literary Element Answers

1. ...so cold...icicles were forming on her eyelashes (hyperbole)
2. ...cold air felt like pins and needles (simile)
3. ...snow was a blanket that covered... (metaphor)
4. ...zipped up... (onomatopoeia)

Checkpoint Sample Answer
A metaphor describes something vividly by comparing it to another thing. A simile compares two things using the words *like* or *as.*

About the Reading

- **Vocabulary development** The word *origami* is a Japanese word for the traditional art of folding paper.
- **Relate to personal experience** First point out the title. Can students guess how these two seemingly different things are related?

Build Background

Origami, a Japanese Art Form

Teacher Resources: Graphic Organizers: (step-by-step) Instructions

- **Preteach vocabulary** Introduce the glossed words in the reading selection before students begin reading. Have them pronounce each word. Help them divide the words into syllables.
- **Build background** Tell students that the art of origami had no written instructions. One person teaches another and so on. One Japanese tradition says that a person will get a wish if he or she folds 1,000 paper cranes.
- **Map skills** Have student locate China and Japan on a map. Have them discuss and compare the sizes and other features of each country. (China is much larger; Japan is a series of islands.)

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Routine for Vocabulary

Resources: Graphic Organizers: Vocabulary Log

Instructions

ceremony *(custom, parade, rite, service)*
complexity *(difficulty, problem, trouble)*
determination *(dedication, courage, conviction)*
enhance *(amplify, boost, enlarge, reinforce)*
forthcoming *(forthcoming, outgoing)*
restriction *(confinement, constraint, limitation)*
transform *(convert, alter, reconstruct, remodel)*

Have students use **Word Webs** to understand word connections.

Kinesthetic practice Have students fold a piece of paper in half lengthwise. Tell them to cut flaps into the open side. Have them write a vocabulary word on each flap. Beneath each flap, students write explanations for each word.

Checkpoint Sample Answers

1. Students should describe something that will cause a change in one's life such as graduation, an accident, or a major achievement. 2. Enhance.

Before Reading 2

Mathematics & Origami

About the Reading

In "The All-American Slurp," you read a short story about a Chinese family learning the customs and traditions of the United States. Now you will read an expository text about the mathematics of the traditional Japanese art form of origami, or paper folding.



An origami butterfly

Build Background

Origami, a Japanese Art Form

Origami is the Japanese art of paper folding. To make an origami figure, you take a piece of paper and fold it in special ways to make, for example, a boat or a crane (a kind of bird). You can also make beautiful geometric shapes.

Origami originated in China and then traveled to Japan. Today, origami is an important art form in Japan.

Key Vocabulary

- ceremony
- complexity
- determination
- enhance
- enlightening
- restriction
- transform

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Read each sentence. Look at the **highlighted** word and use the context to determine the meaning of the word. Discuss the meanings with a small group.

1. My parents came to my graduation **ceremony** and saw me get my diploma.
2. The last question on the math test was the most difficult. Susan said she could not answer it because of its **complexity**.
3. The marathon runner used great **determination** to finish the race in four hours.
4. This soup doesn't have much flavor. If you add more spices, you might **enhance** the flavor.
5. Before hearing the firefighter speak at our school, we did not know much about fire safety. His talk was so **enlightening** that now we understand exactly what to do if there is a fire.
6. After two kids were hurt by bicycles, the school made a **restriction** against people riding bicycles on the sidewalk.
7. If you pull out the weeds and plant flowers, you can **transform** your backyard into a beautiful garden.

Checkpoint

1. Describe an event that can **transform** someone's life.
2. Which word means "to improve"?

Vocabulary Log | Workbook page 154 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Identify several key words from the selection. Point to relevant elements in the illustrations and say each word. Have students learn to say the words by imitating your pronunciation.

Extension

Have each student write a short sentence for one vocabulary word. Ask students to look up the words in a dictionary and use the phonetic spelling to write their sentence in "code." Have students exchange sentences with a partner and see if the partner can use the dictionary pronunciation key to decode the word and read the message.

Reading Strategy

Visualize

When you visualize, you form images in your mind. This helps you understand what you are reading.

As you read "Mathematics & Origami," try to visualize what the author is describing.

1. After you read each paragraph, close your eyes. Try to imagine the things that the author is describing.
2. Draw or write what you visualized while reading.
3. Read the paragraph again. Look for the words that helped you visualize the concepts in the paragraph.

Text Genre

Expository Text

"Mathematics & Origami" is an **expository text.** In an expository text, the author's goal is to inform or to explain something. Expository text gives facts about a topic. It usually covers many aspects of the subject.

Look for these features as you read "Mathematics & Origami."

Expository Text	
formal style	serious tone
facts	information that can be proven

Meet the Author



Theoni Pappas taught mathematics to high school and college students for almost 20 years. Then she began to write books that made math fun and easy to understand. Now she has over 18 books and calendars that have been translated into many languages.

Reading Focus Questions

As you read, think about these questions.

1. How does this reading connect with the theme of "cultures and traditions"?
2. What do you think was the author's purpose for writing this?
3. What is the relationship between origami and math?

Checkpoint

1. How does visualizing help your reading?
2. What is one feature of an **expository text**?

Workbook pages 155–156

Independent Practice CD-ROM/Online

Technology Connection

Evaluate media sources ***Say:*** *Expository texts are written to inform. However, some expository text may have inaccurate information. You have to consider the author to decide how reliable a source is.* Show students an unsourced Web site and an encyclopedia. Tell them that both have articles on dinosaurs. ***Ask:*** *Which expository text is probably more reliable?* (the encyclopedia)

Classroom Management

Allow increased response time When asking students questions, allow as much as 15 seconds for a response. Many students who struggle with a new language need the extra time to translate a question in their minds before they can answer confidently. You may wish to pose the question, pause, and then ask for volunteers to answer the question.

Unit 4 • Chapter 1 Before Reading 2

Reading Strategy

Visualize

Preteach Review the five senses with students. ***Ask:*** *How do you sense the world around you? See* (point to eyes); *hear* (ears); *taste* (mouth); *smell* (nose); *feel* (hand).

Text Genre

Informational Text

- **Preteach** Explain the difference between *fact* and *opinion.* (Facts are true statements that can be proven. Opinions are statements about how the writer feels about a situation.) Explain the word *inform* (to tell about something) and give an example of informing students about what will be served at lunch.
- **Identify text features** Explain that most informational or expository texts are written in a formal style. Write these two sentences on the board and ask students to tell which is written in a formal style. 1. That guy can't keep his eyes off the food. 2. That man is staring at the food. Explain that formal writing does not use slang or contractions.

Reading Fluency

Paired Reading Text Genre

Meet the Author

Theoni Pappas

Explain author background Tell students that Theoni Pappas's books are written to make mathematics fun. She went to school at the University of California at Berkeley and has been a math teacher for most of her life.

Reading Focus Questions

Preview Explain that students should think about the Reading Focus Questions as they read "Mathematics & Origami."

Reading Focus Questions Sample Answer

1. Origami is a traditional Japanese art form that is associated with Japanese culture, folklore, and history.
2. Students should suggest that as a math teacher the writer wants her readers to understand the geometry of origami.
3. There is a strong connection between origami and mathematics. In origami, a 2-D object is transformed into a 3-D object. This process is related to the field of projective geometry

Checkpoint Sample Answers

1. Visualizing helps you understand and enjoy what you are reading.
2. Sample answers: formal style, facts

Read the Selection

CD 3, Track 3 (optional)

Instructional Routine for Reading
page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Have students identify the title and author of the reading and make predictions about what they will be reading about. (Sample answer: *I think the selection will tell how math is part of the art of origami.*)
- **Choral record stories** Have different people choral record the short selection. Have students try to guess who the "mystery" reader is. Also have students tape themselves reading at various times throughout the year.
- **Grammar preview** In this chapter, students will practice prepositions and appositives. Review examples of appositives on the board: *My friend, Bill, is going to the game. Skip, a big dog, ran to greet us.* Have students look for appositives as they read.

Fluency

CD Assisted Reading "Mathematics & Origami," paragraphs 2–4

Reading Strategy

Visualize and describe ***Ask:*** *What words help you visualize the international origami meetings?* (care, shared, created, etc.) Write suggestions on the board. Have students look through books and magazines or the Internet to find information about origami meetings. In pairs, have students take turns describing their image while their partner visualizes it and guesses what the picture looks like.

Reading Strategy Answer
Sample answer: I think that sometimes enthusiasts feel frustrated when they cannot make a particular figure. I think they feel delighted when they complete an especially challenging origami figure. The word enthusiasts shows their high level of interest.

Reading 2
Content
Math

Mathematics & Origami

by Theoni Pappas

1 A square is **transformed** into a box.
A square is **transformed** into a bird.
A square is **transformed** into a snake.
A square is **transformed** into an elephant.

2 Origami is an art form that dates back to 583 AD when Buddhist monks brought paper into Japan from China through Korea. Since the manufacturing of paper at that time was costly, people used it with care, and origami became an **integral** part of certain **ceremonies**. The art of origami has been shared and passed on from **generation** to generation. Animals, flowers, boats, and people have all been created with origami. (The word origami is derived from *ori—to fold* and *gami—paper*.) Origami has delighted and frustrated **enthusiasts** over the centuries. In fact, today there are many international origami societies established in Britain, Belgium, France, Italy, Japan, the Netherlands, New Zealand, Peru, Spain, and the United States.

Reading Strategy
Visualize Picture the enthusiasts at an international origami meeting. How do they feel? Why do you think they feel this way? What words from the reading help you imagine this?



A family making origami figures

integral necessary or essential
generation people born at about the same time; an age level in a family such as grandparents, parents, children
enthusiasts people who are eager or excited about a hobby or activity

Differentiated Instruction • Reading Comprehension

Scaffolding

Reinforce reading comprehension by asking questions. ***Say:*** *When did origami start?* (583 AD) *Who brought paper to Japan from China?* (Buddhist monks) *What are some of the paper shapes that people fold?* (boxes, birds, snakes, elephants, boats, flowers, boats) Use a map or a globe to find the countries listed in paragraph 2 where international origami meetings take place.

Extension

Discuss the word *enthusiasts* with students. Explain that a person who is *enthusiastic* about something is very interested in that topic. Origami enthusiasts are excited about their hobby. Have students give an example of something that they are enthusiastic about. (hobbies, sports, food) Ask volunteers to make sentences that describe what makes them enthusiastic. Some students may need the frame: *I am enthusiastic about ____. I like to____.*



An origami ceiling light

3 In creating an origami figure, the origamist begins with a square sheet of paper and **transforms** it into any shape limited only by his or her imagination, skill, and **determination**.

4 A square was probably chosen as the original starting unit of origami because it possesses four lines of **symmetry**, unlike the rectangle or other **quadrilaterals**. Although some other regular **polygons** and circles have more lines of symmetry, they lack the **right angles** of the square, and would have been more difficult to manufacture. Sometimes origamists do begin with other units, but the **purists** work with squares without using glue or scissors.

Reading Strategy

Visualize How does visualizing these shapes help you to understand this paragraph?

Reading Check

1. **Recall facts** What did Buddhist monks bring to Japan?
2. **Recall facts** What forms can be made with the folded paper in origami?
3. **Explain** Why was the square chosen as the starting unit for origami?

symmetry the property of having two sides that are mirror images of each other
quadrilaterals flat figures having four straight sides
polygons closed flat figures such as triangles, rectangles, or hexagons
right angles angles formed by two straight lines coming together at 90°
purists people who do something strictly by the rules

Unit 4 • Chapter 1 Reading 2: Content

Read the Selection

- **Vocabulary development** Draw pictures of the mathematical shapes that are mentioned in the reading: *rectangles, quadrilaterals, polygons, circles, right angles,* and *squares.* Have students copy the drawings next to the entry in their **Vocabulary Logs**.
- **Tape record stories** Have different people tape record the short selection. Have students then guess who the "mystery" reader is. Also have students tape themselves reading at various times throughout the year.
- **Interpret the image** ***Say:*** *The image in the picture is a folded paper shape.* ***Ask:*** *What can you tell about the person who folded this shape?* (The person is an accomplished origamist. He or she spent many hours folding the shape.)

Reading Strategy

Visualize Tell students to begin the exercise by thinking about how they have folded paper. Explain that visualizing is important to origami folders. They need to visualize how their folded figure will look before they begin.

Reading Strategy Answer

Visualizing the shapes helps the reader to understand the kinds of folds the origami maker must do. You can also visualize the difficulties of the more complicated shapes.

Reading Check Answers

1. paper
2. Animals, flowers, boats, and people can be made from folding the square sheet of paper.
3. The square was chosen because it has four lines of symmetry and right angles. Other polygons would have been more difficult to manufacture.

Home Connection

Apply the concept Review the meaning of the word *generation.* Look at the image on page 234. Point out that the three women may be three different generations—grandmother, mother, and daughter. Have students use their own families to describe generations. Draw a family tree on the board. Point out that each level of the tree is a separate generation. Invite students to draw their own family trees and share their drawings with the class.

Language Transfer and Interference

Sound transfer The selection, "Mathematics & Origami" has some sounds that may be difficult for some speakers to pronounce. Write the words *math, mathematics, enthusiast,* and *Theoni* on the board. Demonstrate the proper way to pronounce the /th/ sound. Practice using the four words on the board. Tell students to place their tongues between their teeth for the voiceless /th/. Next, print the word *motion* on the board. Follow it with *generation* and *international.* Pronounce each word clearly and have students repeat it. Explain that for the sound /sh/, the tongue is curled toward the bottom of the mouth.

Read the Selection

- **Tape record stories** Have different people tape record the short selection. Have students then guess who the "mystery" reader is. Also have students tape themselves reading at various times throughout the year.
- **Interpret the image** ***Ask:*** *Can you find the lines on the drawing that show how the bird was folded? Do you think this was a complicated figure to make?* (Yes. There were 12 folds needed to make the flying bird.)
- **Concept development** Explain that a 2-dimensional object is flat. It goes to the right and left. A 3-dimensional object also has volume. ***Say:*** *The things you see on TV are 2-D. The TV itself is 3-D.* Demonstrate the concept with a flat and a folded piece of paper.

Reading Strategy

Reread paragraph 5 and explain the phrase "a wealth of geometric objects." Tell students that a "wealth" of something means a lot of that thing. "Geometric objects" are shapes.

Reading Strategy Sample Answer
I imagine how the folds shape the paper. I understand the text better because I can visualize the shapes

5 A study of the **creases impressed** on the square sheet of paper, after an origami object has been created, reveals a wealth of **geometric** objects and properties.

Reading Strategy

Visualize Visualize the 2-dimensional and 3-dimensional objects described in paragraph 6. How does visualizing help you understand this paragraph?

6 Studying the progression of an origami creation is very **enlightening**. One begins with a square (a **2-dimensional** object), and then **manipulates** the square to form a figure (a **3-dimensional** object). If it is a new creation, the origamist will unfold the figure and study the creases impressed on the square. This process involves moving between dimensions. The creases represent the object's 2-dimensional **projection** onto a flat **plane,** namely the square. A transformation of a 2-D object to a 3-D object and back is related to the field of projective geometry.



This diagram shows the creases that were impressed when a square was folded into a flying bird.

creases lines or marks made by folding
impressed marked by pressing or stamping
geometric related to the mathematical study of angles, lines, and shapes
2-dimensional flat, able to be measured in length and width only
manipulates handles or changes the position of something
3-dimensional not flat, having depth (or height) as well as length and width
projection shining an image onto a surface
plane in mathematics, a surface that is completely flat

Differentiated Instruction • Reading Comprehension

Scaffolding

On the board, draw a square. Write the word *square.* Point to the picture. ***Say:*** *This is a square.* Draw a dotted line down the middle of the square with an arrow pointing from left to right. ***Say:*** *This is the fold line. Fold the square from left to right.* Refer to the drawing on the page. ***Say:*** *The dotted lines show the folds.*

Extension

Discuss fact and opinion. Read the first sentence in paragraph 6 aloud. ***Ask:*** *Is this a fact or an opinion?* (an opinion) Read the next two sentences and ask the same question. (The next two sentences are facts.) Have students write their own examples of facts and opinions. Have them exchange their papers with a partner and have the partner tell whether the sentences are facts or opinions.

7 In the book *Folding the Universe*, author Peter Engel, a master of the art and science of origami, reveals his years of work, unique discoveries, and creations in origami. Engel has taken origami to a whole new **plateau**, which emphasizes the strong connection between origami, mathematics, and nature by drawing **analogies** to **minimization** problems, **fractals**, and the **chaos theory**. An origami creation begins with a **finite** amount of material (e.g., a square of fixed dimensions) and evolves into a desired form, not unlike the **restrictions** placed upon nature in the formation of natural forms, such as bubbles.

8 Origami is experiencing a **renaissance**. It has come a long way from the foundations developed by early paper-folders. The **complexity** of the figures folded by today's masters are truly amazing. Their skill in **transforming** a square sheet of paper, without the use of scissors or glue, is incredible. The completed forms are not simple boxes or flowers, but **anatomically** accurate animals, realistic lifelike paper sculptures—squid, spiders, snakes, dancers, furniture. To achieve such proficiency and creativity takes years of work, experience, and study—it is **analogous** to the years which artists like M.C. Escher devoted to developing the art of **tessellation**. The mathematics, whether identified as such by origamists, is there. Like tessellation art, the understanding of mathematics **enhances** one's ability and creativity.



An origami horse

plateau level of achievement
analogies situations or stories similar to others that help one to understand
minimization simplifying to the lowest possible level
fractals irregular shapes made up of a large number of smaller shapes identical to each other
chaos theory explanation of the underlying order in seemingly random data or information
finite limited in number
renaissance period of energetic artistic and intellectual activity
anatomically relating to the structure of the bodies of people or animals
analogous similar, nearly the same
tessellation shape that is repeated over and over again without gaps or overlaps

Build Your Knowledge

Use context clues in the words, sentences, and paragraphs to find the meaning of the boldfaced words before reading their definitions below.

Reading Strategy

Visualize How does visualizing the complexity and accuracy of the sculptures help you understand paragraph 8?

Reading Check

1. **Recall facts** What is revealed by a study of the creases impressed on origami paper after the origami object has been created?
2. **Explain** How is origami experiencing a renaissance?

Unit 4 • Chapter 1
Reading 2: Content

Read the Selection

- **Tape record stories** Have different people record the short selection. Have students then guess who the "mystery" reader is. Also have students tape themselves reading at various times throughout the year.
- **Interpret the image** Explain that the horse is made from a single piece of paper folded to make the shape. ***Ask:*** *How does the design on the paper help add style to the horse?* (The brown and black wavy pattern suggests the look and feel of a horse's hide.)
- **Content review** Draw attention to the term *tessellation* in paragraph 8. Tell students that a *tessera (pl. tesserae)* is a small square of stone or glass used to make mosaic patterns. ***Say:*** *Some artists use tesserae to make art. They arrange colorful tiles into patterns and glue them down.* Show an example of M.C. Escher's tessellations.

Reading Strategy

Visualize Explain that when you visualize something, you think about how it would sound, feel, smell, taste, and look.

Reading Strategy Sample Answer

It's almost magical to watch the realistic and lifelike form of an animal or person (such as a spider, snake, or dancer) instead of a simple box or flower take shape in the origami master's hands. Words such as: *anatomically accurate, realistic lifelike paper sculptures* help paint a word picture of the figures folded by the origamist. The author also uses words such as *amazing* and *incredible* to describe them.

Reading Check Answers

1. a wealth of geometric objects and properties
3. The art of origami started out simply but has become more complex and accurate.

Content Connection

Math Explain that every school subject has special words. This story has many math terms. Have students locate math words for a board list. Tell students to use the glossary in a math book or a dictionary to find the meanings. Have students draw the shapes on an index card and then work with a partner to take turns holding up the shape for the other partner to name. Begin with these terms: *circle, square, rectangle, triangle, polygon, quadrilateral, right angle.*

Listening and Speaking Strategies

Research well-known people Draw attention to the two people mentioned in the selection, Peter Engel and M.C. Escher. Explain that they are famous for their work on mathematical subjects. Have students work in groups to learn more about Engel or Escher. Have them research these people on the Internet or in the library. Ask them to share their findings in an oral report to the class. Encourage students to use visuals in their presentations.

Read the Selection

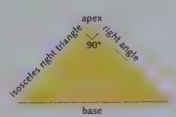
- **Tape record stories** Have different people tape record the short selection. Have students then guess who the "mystery" reader is. Also have students tape themselves reading at various times throughout the year.
- **Interpret the image** ***Ask:*** *How do the arrows and lines in the drawings help you understand the folds?* (The arrows point up showing where each fold should be made. Dotted lines show where the crease will be in the paper.) ***Ask:*** *How does the author help the reader understand the steps in the process?* (The drawings have a description to tell the reader how to fold the paper. Together the drawing and description make the steps clear.)
- **Text development** Explain that directions are often told in step-by-step format. In the case of the origami cat, step 1 shows what the paper looks like to start. Step 2 tells how to make the first fold. Tell students that each step must be performed in order.
- **Use terms** ***Ask:*** *Is the cat a 2-D or 3-D figure?* (It is 3-D because it has depth. It is not just a flat piece of paper any more.) Unfold the paper. ***Ask:*** *What are the geometric shapes of the creases on the paper?* (They are triangles.)

Reading Strategy

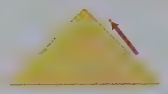
If students are unfamiliar with a tulip, find a picture or draw a tulip on the chalkboard. Show students how the petals are drawn up from the stem and make a cup shape.

Reading Strategy Answer
The points of the cat's ears look like the pointed petals of a tulip.

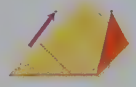
Follow these directions to make an origami cat.



1 Begin with a triangle, yellow side up.



2 Fold one point up to the dot to make an ear.



3 Repeat with the other point.



Reading Strategy

Visualize Look at step 4 of the origami cat instructions. How does the folded paper remind you of a tulip?

4 Now it looks like a tulip.



5 Fold the top point down to make another triangle.



6 It looks like this.



7 Turn over. Meow! Draw a face and whiskers.

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Distribute a **Venn Diagram** to students to help them compare "The All-American Slurp" to "Mathematics & Origami." Tell students to write the characteristics of each reading selection in one circle. They should write how the readings are similar in the area where the circles overlap. Offer these words and phrases to begin: nonfiction, contains characters, explains math ideas, deals with Japanese culture, begins with a title, has an author, uses new words.

Encourage students to add ideas of their own to the Venn diagram.

Extension

Explore the concept of traditions as they appear in both readings. ***Ask:*** *What traditions does the Lin family follow that are different from the American families around them?* (The Lins eat traditional Chinese food. They are humble when speaking to the teacher. They slurp their soup.) *What can you tell about Japanese traditions from the reading about origami?* (The Japanese pass down the art form of paper folding. They value the beauty of small objects.)

After Reading 2

Reading Comprehension Questions

Think and Discuss


Workbook page 157


Independent Practice CD-ROM/Online

1. **Recall facts** What is the shape of paper used most often in making origami figures?
2. **Describe** Describe how an origami artist creates an origami figure.
3. **Identify main ideas** What are the author's main ideas? Use Key Vocabulary words in your answer.
4. **Express an opinion** What do you think are the skills you would need to become really good at origami?
5. **Compare your experience** Have you ever done origami? Did you enjoy it? Why or why not? If you have never tried origami, would you like to? Why or why not?
6. **Revisit the Reading Focus Questions** Go back to page 233 and discuss the questions.

Spelling

Frequently Confused Words


Workbook page 158


Independent Practice CD-ROM/Online

Writing Conventions

Spelling: The Suffix *-y*


Workbook page 159


Independent Practice CD-ROM/Online

Connect Readings 1 and 2

You have read two readings on the theme of cultures and traditions. Use these activities to make connections between them.

1. With a partner, use this chart to compare the readings.

Reading title	What is the text genre?	Which reading uses figurative language? Which one is an expository text?	What was the author's purpose: to entertain, persuade, or inform?	Which reading did you prefer?
The All-American Slurp				
Mathematics & Origami				

2. With a partner, ask and answer these questions.
   a. Look at the article on origami. Suppose the narrator in "The All-American Slurp" was reading this article. What part of the article do you think the narrator or her friend Meg Gleason might find familiar? What part of the article might be unfamiliar to both of them? Use details from the article to support your answer.
   b. What is one example of figurative language that you remember from "The All-American Slurp"? What makes it so memorable? What is one factual detail that stands out in your mind from "Mathematics & Origami"? Why?
3. **Revisit the Chapter Focus Question** What can we learn by studying the customs and traditions of other people?

Community Connection

Guest speaker Invite someone from the community to the class to share what they know about a hobby, such as origami. Ask the speaker to demonstrate the skills to the class and show some finished samples. Have students generate lists of questions for the speaker. (Examples: How did you learn this skill? How long have you worked with this skill? What do you do with the products of your hobby?)

Arts Connection

Relate to personal experience Point out that every culture has art forms. Origami is an art form from Japan. ***Ask:*** *What other art forms do you know?* (dance, sculpture, poetry, landscaping, flower arranging, totem carving etc.) Invite students to share personal experience with art forms from their cultures. Ask volunteers to share what they know about their traditional art. Encourage willing students to bring pictures or demonstrate the art form for the class.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. square

"Think and Search"

2. Without using scissors or glue, the artist folds the square paper, transforming it into an origami figure.
3. Sample answers: Studying how an origami figure is created is enlightening. By folding a piece of paper, the origami artist transforms the shape and moves between the flat surface (2-D) to space (3-D).

"Author and You"

4. Students may suggest such qualities as patience, determination, creativity and imagination.

"On Your Own"

5. Answers will vary.
6. Sample Answers to Reading Focus Questions on page 233.

Spelling

Students will learn more about frequently confused words on Workbook page 158.

Writing Conventions

Students will learn more about the suffix *-y* on Workbook page 159.

Connect Readings 1 and 2

Preview This activity guides students to compare the two readings that deal with customs and traditions.

Sample Answers

1. "The All-American Slurp": Text genre: short story; figurative language; to entertain; responses to the opinion question will vary "Mathematics & Origami": Text genre: expository text; written in a formal style; to inform; responses to the opinion question will vary
2. Sample answers:
   a. The narrator might find the first part of the article describing the early history of origami familiar. They both might find the description of the geometric properties less familiar.
   b. Examples will vary. Reasons might include amusing or interesting, or vivid language choice. Answers should be supported with details.
3. In "The All-American Slurp," we learn that people from different cultures may have very different customs and traditions surrounding food. The author of "Mathematics & Origami" provides insights into Japanese culture through information about origami.

Listening and Speaking

Give a Demonstration Speech

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Preteach vocabulary** ***Ask:*** *What is a demonstration?* (A demonstration shows how something is done.) *Where have you seen or heard a demonstration?* (television, radio) Some students may mention that some advertisements demonstrate a product or skill.
- **Vocabulary review** Remind students to use Key Vocabulary and Academic Vocabulary words in their speeches whenever possible.
- **Practice** Have students prepare their demonstrations at home or with a partner. Encourage students to write the steps they will perform on note cards to use in class.
- **Listening and speaking strategies** Remind students that the best speakers are confident and speak slowly. Tell them they will be more confident if they use notes and practice the demonstration several times in advance.

Fluency

Reading Listening and Speaking

Phrases for Conversation

Giving Instructions

development Review the ordinal numbers: *first, second, third, fourth, fifth, sixth, seventh, eighth, ninth,* and *tenth.* Create a list of additional words and phrases that can be part of the demonstration, such as *next, then, after that,* etc.

After Readings 1 and 2

Listening and Speaking

Phrases for Conversation

Giving Instructions

I'd like to tell you how to . . .
To do this, you will need . . .
Follow these steps: . . .
Be careful to . . .
Be careful not to . . .

Give a Demonstration Speech

In "The All-American Slurp" and "Mathematics & Origami," you read about people learning how to do something. Demonstration speeches, or how-to speeches, tell how to do something.

1. Think of an activity that you like to do. It could be a sport you play, a recipe you like to make, or a craft you know how to make.
   a. The purpose of your speech is to tell other students from your point of view the steps involved in doing this activity.
   b. Make a list of the most important steps you follow when you do the activity. Use note cards. Write one step on each card.
   c. Think about your audience, or the people you will be speaking to. Will the steps you wrote down tell them what they need to know to do this activity? What tone should you use when speaking?
   d. Think about bringing in props, or objects that you can use to demonstrate the steps in your speech.
2. Practice your speech with a partner.
   a. Use your note cards to help you practice your speech.
   b. Explain each step to your partner. Use gestures to show how each step is done.
   c. Then listen to your partner's speech.
3. Partners should use these questions to help each other improve their speeches.
   a. Does the speech explain how to do something?
   b. After hearing my partner's speech, do I feel like I could do the activity he or she described? Based on your conclusions, does the activity seem fun? Does it seem difficult?
   c. Do I still have questions about how to do the activity? Are there steps that my partner left out? Are there steps that my partner could explain more clearly? Ask your partner to clarify if there is something specific you do not understand.
4. Use your partner's suggestions to improve your speech. Then give your demonstration speech to your class.
5. Choose an activity from another student's speech and try to do it. Did the student's speech tell you everything you needed to know?

Reading Fluency

Adjust Your Reading Rate to Scan for Information

When you adjust your reading rate, you read faster or slower. There are several reasons to adjust your reading rate. One is when you want to scan for information. When you scan a text for information, you are reading faster to find the information you need quickly.

Differentiated Instruction • Listening and Speaking

Scaffolding

Brainstorm subjects for a demonstration speech. ***Say:*** *Think of something simple, such as throwing a baseball or setting a table for dinner. Let's write ideas for subjects on the board. You can choose one that you like after we make our list.* Write the headings: *Things to make, Things to do, How to get places.*

Extension

Draw a step-by-step chart on the board. Have students copy it in their notebooks. In each square, have them list one step in their demonstration. Give an example. ***Say:*** *I'm going to demonstrate how to brush my teeth. First I put toothpaste on my toothbrush.* Write "put toothpaste on my toothbrush" in the first box. ***Ask:*** *What is the next step?* (Brush the top teeth.) Continue with the demonstration until you have covered all the steps in the process. Have students use a chart as they create their own demonstration.

1. Adjust your reading rate in order to scan "Mathematics & Origami." Glance quickly at the text in order to find key words to answer the following questions.
   a. When did origami begin?
   b. Why was the square chosen as the original unit of origami?
   c. Who is Peter Engel?
2. Work with a partner. Write three questions based on the reading. Answer your partner's questions by scanning the text for key words.

Vocabulary Development

Words and Phrases From Mythology

There are many English words and phrases that are derived, or come from, words and phrases from ancient Greek, Latin, and Anglo-Saxon mythology.

A mythology is a group of well-known stories from a country or culture. People use the stories to explain events, religious beliefs, and social traditions. The importance of these stories leads to the use of words from them.

Look at the words and phrases and where they are derived from below. Copy the chart and use a dictionary to find their definitions.

Word	Definition	Derived from
1. cornucopia	a large number of different things	a Greek myth about a goat's horn, a cornucopia, that filled with whatever the owner wished for
2. Achilles' heel		a Greek warrior named Achilles, whose heel was the only place he could be wounded
3. volcano		the name of the Roman/Latin god of fire, Vulcan
4. thunder		the name of the Anglo-Saxon god of thunder, Thunor

Checkpoint
What does it mean to say a word was "derived" from mythology?

Classroom Management

Deliver oral communication Divide students into small groups to practice their demonstrations. Students should use notes to help them remember the steps. Have other students offer feedback about visuals that would help the speaker demonstrate more clearly. As groups work, circulate and help students improve pronunciation and grammar.

Language Transfer and Interference

Speak slowly Many students new to English tend to rush through words they are familiar with. Some languages have quick and clipped pronunciation that does not translate well to English. Write several sentences on the board and demonstrate how to pronounce them as if you were giving a speech. "I am going to demonstrate how to brush my teeth. This is a toothbrush. This is toothpaste." Have students repeat the words using the same slow speech pattern.

Unit 4 • Chapter 1 After Readings 1 and 2

Reading Fluency

Adjust Reading Rate

Instructional Routine for Reading Fluency page Txxviii
Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Read aloud with appropriate pacing Write the word *pace* on the board. Explain that pace is the rate or speed that something travels. ***Say:*** *If I read at a quick pace, I read quickly. If my pace is slow, I read slowly.* Demonstrate the difference.

Reading Fluency Answers
2. a. 583 A.D., b. It has 4 lines of symmetry, c. author of *Folding the Universe*

Vocabulary Development

Identify Words and Phrases from Mythology

Instructional Routine for Vocabulary page Txxx
Teacher Resources: Graphic Organizers: Vocabulary Log

Preteach vocabulary Draw students' attention to the word *Anglo-Saxon.* Explain that Anglo-Saxons were people who spoke Germanic languages (Angles, Saxons, and Jutes). They settled in Britain during the fifth and sixth centuries. Draw students' attention to the list of vocabulary words. Offer an explanation for each word and have students draw pictures to show understanding. ***Ask:*** *What does a volcano look like?* (a mountain with smoke coming out the top) *Does thunder happen before or after lightning?* (after) *What would a basket filled with food be called? My Achilles' heel is chocolate. What is yours?* (Answers will vary.)

Reading Fluency

Reading Words in Chunks Vocabulary Development

Vocabulary Development Answers
2. the weakest point in a person's character or nature
3. a mountain from which hot melted rock, gas, and ash sometimes burst
4. the sound you hear after a flash of lightning during a storm

Checkpoint Answer
1. It means it comes from a mythological story.

Grammar

Prepositional Phrases

Instructional Routine for Grammar
page Txxxii

- **Preteach** Place a pen in various locations around your desk. ***Say:*** *The pen is* under, over, on, in, above *the desk.* Have students repeat each sentence. On the board, make a list of the English prepositions students know.
- **Teach** Point out the words under the heading preposition." Tell students that a preposition must have an object. The object is usually a noun. Examples: under the tent; preposition = under; object = the tent. Have volunteers give other examples for each preposition listed in the first paragraph.
- **Practice** Read a paragraph from "The All-American Slurp" aloud slowly while students follow along. Tell them to raise their hands when they hear you read a prepositional phrase. Write each example on the board. Identify the preposition and the object.
- Before doing the practice exercise, have students use the examples on the board to practice writing their own prepositional phrases. Have them change the object or the preposition. For example, change *over the* to *under the moon.*
- Have students share their answers to Use the Grammar Independently with a partner. Have them work together to find the prepositional phrases. Allow them to correct or improve their sentences.

Practice the Grammar Answers
1. to, 2. in, 3. with, 4. from, 5. out of, 6.
inner, 2. China, 3. vegetables, 4. a farmer,
6. the school bus, 7. me

Use the Grammar Independently Answers
eat lunch at noon.
St. Louis
ride the bus to school.

Grammar Expansion
Students will learn more about phrasal verbs in the Workbook on page 163.

Checkpoint Sample Answers
You use a prepositional phrase when you want to tell when, where, or how something happens.
Sample answer: The girl dropped her napkin under the long table

After Readings 1 and 2

Grammar

Prepositional Phrases

When you want to tell when, where, or how something happens, you can use a **prepositional phrase.** A prepositional phrase is made up of a **preposition** and an **object.** Some prepositions are: *about, at, down, for, from, in, on, out of, to, with.* Each of the following sentences contains a prepositional phrase.

The soup arrived **in a plate.**
I turned to look **at Mrs. Gleason.**
We had emigrated **from China.**

Prepositional Phrases

	preposition	object
The soup arrived	**in**	**a plate.**
I turned to look	**at**	**Mrs. Gleason.**
We had emigrated	**from**	**China.**

Grammar Expansion
Phrasal Verbs
Workbook page 163
Independent Practice CD-ROM/Online

Practice the Grammar For each sentence, write the preposition and the object in a chart like the one above.

1. We **disgraced** ourselves the first time we were invited to dinner.
2. Most people do not eat celery raw in China.
3. The relish tray was covered with vegetables.
4. The celery was from a farmer.
5. We pulled the strings out of our celery.
6. The next day, Meg and I got on the school bus.
7. I wasn't sure how Meg would feel about me.

Checkpoint
1. When do you use a **prepositional phrase**?
2. Write a sentence with a prepositional phrase. Underline the prepositional phrase.

Use the Grammar Independently Answer each question with a sentence that has a prepositional phrase.

1. When do you usually eat lunch?
2. Where do you live?
3. How do you get to school every day?

Workbook page 161

Differentiated Instruction • Grammar

Scaffolding

Review parts of speech. Explain that each word plays a role in a sentence. ***Say:*** *A verb is an action word such as* run *or* jump. *A noun is a person, place, or thing, such as* toy, ball, *or* house. *A preposition is another part of speech. Prepositions are usually words that tell location, or where something is.* Place a ball on a chair. ***Ask:*** *Where is the ball?* (on the chair) Have students identify the preposition in their answers.

Extension

Have students find pictures of people in magazines or newspapers. Have them write prepositional phrases that describe the scene in the pictures. For example, students can say that the driver is "*in the car.*" A person puts dog food "*in the dog bowl.*" Have students work in pairs to list as many prepositional phrases from each picture as they can.

Grammar

Appositives

When you want to add more information about a noun or pronoun, you can use an **appositive.** An **appositive** is a noun or phrase that is placed next to another noun to help explain it. For example,

Anna's sister, that woman with the red hair, is having a party Saturday.

The appositive in this sentence is *that woman with the red hair* because it describes Anna's sister.

Sentences with Appositives

noun	appositive	
Quentin,	**my brother,**	flew in an airplane for the first time yesterday.
Stan,	**the school's bus driver,**	is moving to Nebraska.
My teacher,	**Ms. Moran,**	is going to have a talk with my mother.

Practice the Grammar For each sentence, write the appositive and the noun it is describing in a chart.

1. We were invited to dinner by our neighbors, the Gleasons.
2. Mr. and Mrs. Gleason and Meg, their daughter, were staring at us.
3. Their neighbors, the Badels, were also staring at us as we busily pulled the strings of our celery.
4. The Lakeview was an expensive restaurant, one of those places where a headwaiter dressed in tails conducted you to your seat, and the only light came from candles and flaming desserts.
5. The origami societies, groups of people who share a common interest in origami, have an annual conference.
6. The origamist, an expert from Japan, showed us how to make cranes.

Grammar Expansion

Nonrestrictive Clauses with *which, who, whom,* and *whose*

Workbook page 164 | Independent Practice CD-ROM/Online

Use the Grammar Independently Write five sentences, each with an appositive. Underline the appositive in each sentence. Circle each noun the appositive is describing or explaining.

I saw (my history teacher), Mrs. Rosa, at the mall yesterday.

Checkpoint

1. When do you use an **appositive**?
2. Give an example of a sentence with an **appositive.**

Workbook page 162 | Independent Practice CD-ROM/Online

Reteach and Reassess

Grammar Tell students to return to the notes from their demonstrations. Have them reread the notes looking for prepositional phrases. Have them underline the prepositional phrases in their notes. Then challenge students to improve their writing by finding places to use additional prepositional phrases. Have volunteers share their improved sentences with the class.

Writing Strategies

Combining sentences Point out that short, choppy sentences can be combined using appositives. Offer examples and allow students to write a single sentence from the two. ***Say:*** *This good dog deserves a bone. This dog's name is Rex. (This good dog, Rex, deserves a bone.) My brother is Ned. He lives in New York. (My brother, Ned, lives in New York.) Meg is my friend. She walks with me to school. (Meg, my friend, walks with me to school.)*

Unit 4 • Chapter 1 After Readings 1 and 2

Grammar (cont.)

Appositives

- **Teach** Have students pronounce the word *appositive* after you say it. Tell students that an appositive helps explain the noun it is next to. An appositive is one way to combine two sentences with the same subject.
- **Practice** Have students practice pausing at an appositive by reading the sentences aloud in the Practice the Grammar exercise. Make sure students pause at the correct spots. Students will learn more about phrasal verbs and nonrestrictive clauses with *which, who, whom,* and *whose* on Workbook pages 163–164.
- **Writing conventions** Tell students that not all appositives require commas. If it is clear who or what the noun is without the added information, commas are not necessary.

Practice the Grammar Answers

1. Noun: neighbors, Appositive: the Gleasons; 2. Noun: Meg; Appositive: their daughter; 3. Noun: neighbors, Appositive: the Badels; 4. Noun: restaurant, Appositive: one of those places where a headwaiter dressed in tails conducted you to your seat; 5. Noun: origami societies, Appositive: groups of people who share a common interest in origami; 6. Noun: origamist, Appositive: an expert from Japan.

Use the Grammar Sample Answer

I needed to talk with (the soccer coach), Mr. Barnes, about practice.

Grammar Expansion

Students will learn more about nonrestrictive clauses with *which, who, whom,* and *whose* in the Workbook on page 164.

Checkpoint Sample Answers

1. You use an appositive when you want to better describe or explain a noun.
2. Sample answer: Our friend, the one who came with Davey, wants to sit with us in the theater.

Writing Assignment

Short Story

- **Instructional Routine for Writing** page Txxxvi
- **Teacher Resources:** Graphic Organizers: Paragraph
- **Teacher Resources:** Rubrics: Rubric for [illegible]ting Assessment
- **[illegible]stones Handbook** pages 429–469
- **Vocabulary review** Remind students to use the Key Vocabulary and Academic Vocabulary words in their writing whenever possible.
- **Review formatting** Remind students to [illegible]ndent the first line of their paragraphs. Review paragraph format with the Paragraph Blackline Master.
- **[illegible]mmar review** Review prepositional [illegible]hrases and appositives and remind students [illegible] use them when writing their stories.

[illegible] Prompt

- **[illegible] the writing prompt** Read the Writing [illegible]mpt aloud. ***Say:*** *Use your own words to tell [illegible]e what the writing prompt says.* (Write a story [illegible]mething funny that happened in my life.) [illegible] that students understand that this [illegible] will be autobiographical, about their [illegible]

[illegible]tudent model

- **[illegible]odel writing** Have students read [illegible] silently. ***Ask:*** *What examples of [illegible]oneia does the student use?* (peeped, [illegible]attered) *Where does the author use [illegible]?* (trying out for the play was a big [illegible] for me to climb, I felt butterflies in my [illegible] *What examples of hyperbole does the [illegible]?* (Every minute that passed felt like [illegible])
- **[illegible]eview** Have students locate the [illegible]positional phrases in the student model. [illegible] school play, in front of people, after [illegible]n my stomach, in my scared-to-death [illegible])

[illegible] Fluency

[illegible] Student Model

Writing Assignment

Write a Short Story

Writing Prompt

Write a short story about a funny event from your own life. Use each of these three literary features: *onomatopoeia* (a word that sounds like the sound it makes), *metaphor* (a form of comparison), and *hyperbole* (intentional exaggeration). Also, use at least one prepositional phrase and one appositive.

Write Your Short Story

1. **Read the student model.** It will help you understand the assignment.

Student Model



My Terrible Audition

Trying out for the school play was a big mountain for me to climb. I was frightened of acting in front of people, but I was determined to try.

The audition was after school, and I was so nervous I felt butterflies in my stomach. Every minute that passed felt like an hour. When the director, Mr. Lee, asked me what part I wanted, I peeped, "Mimi," in my scared-to-death voice.

Mr. Lee told me that I was too graceful for the part of Mimi. He then asked me to read from three different scenes in the play. I took a deep breath and suddenly found that reading from a script wasn't so hard. I breezed through the lines.

Then as I walked off the stage, I tripped over a chair. Crash! The chair fell off the stage and the metal legs clattered on the floor.

I got the part of Mimi in the play after all. Mr. Lee said I was perfect! I guess I showed I can be just as clumsy as Mimi!

Workbook page 165

Differentiated Instruction • Writing Assignment

Scaffolding

Demonstrate how to narrow a topic. Write *My Childhood* on the board. Show how to narrow the topic by listing possible narrowed subjects: Growing up in Guatemala. Eating lunch with my grandmother. After demonstrating how to narrow the topic, have students make suggestions about other ways to narrow the topic. (possible topics, My first pet, The first day of school, My favorite birthday.) Write ideas on the board and explain whether each suggestion is narrow enough for this writing assignment.

Extension

Have students illustrate their stories and compile their work into a booklet. Use drawings, clippings from magazines, or photographs. When students have submitted their work, combine the stories into a class anthology that each student can read independently.

2. **Brainstorm ideas.**
   a. Brainstorm ideas about an event in your life that was funny.
   b. Think about examples of onomatopoeia. Some examples are *boom, screech, crunch, snap,* and *slam.* Be sure to use at least one example in your story.
   c. Make a list of metaphors. Some examples are "my room is a junkyard" or "my bicycle is a dream." Include one example in your story.
   d. Consider an example of when you would use hyperbole. For example, you might write, "I ran so fast I was flying."
3. **Write your short story.** Establish a plot, setting, and point of view that are appropriate for the story. Be sure to use at least one example of onomatopoeia, metaphor, and hyperbole. Describe the setting, and make sure to include the four plot elements.
4. **Revise.** Reread your story. Revise your story if any ideas are not clear. Make sure there are clear transitions between paragraphs.

   Use the **editing and proofreading symbols** on page 455 to mark any changes you want to make.
5. **Edit.** Use the **Writing Checklist** to help you find problems and errors.

Writing Checklist

1. I told a story using onomatopoeia, metaphor, and hyperbole.
2. I used at least one prepositional phrase at the beginning of a sentence.
3. I used at least one appositive.
4. I used correct spelling, grammar, and punctuation.

Writing Support

Grammar

Interjections

An **interjection** expresses strong emotion. It is usually followed by an exclamation point (!).

- An interjection is often used before another sentence that offers some additional explanation.

  Example: **Wow!** The storm last night was really strong!
- An interjection can also be used as a form of command.

  Example: **Look!** The dog just got free from his leash and is running away!
- An interjection can also come before a comma at the beginning of a sentence.

  Example: **Oops,** I didn't mean to spell your name wrong.

Apply Look for places in your story where you can include interjections to express a strong emotion.


Workbook pages 166–168

Technology Connection

Word processing Have students use a classroom or home computer to type their stories. Hold an example and discuss the terms *single-space, double-space, font size, margin, title, illustration, page number, paragraphs, indents,* etc. When students have a working familiarity with the terms of the parts of the written paper, have them return to the computers to correct their work and set all work in a similar format, such as double spaced with 12 point type, a title, and indented paragraphs.

Writing Strategies

Chronological order Tell students to organize their stories chronologically, or in time order. They should tell about the events in the order in which they occurred. Give students a list of transition words and expressions to use for chronological order:

after	afterward
finally	before
first	following
next	later
then	soon

Writing Assignment (cont.)

Brainstorm ideas

Say: *To begin writing, choose one word or topic, and then write down everything that comes into your head when you think about it.* Tell students not to make judgments about whether each suggestion is a good one; just keep writing. Encourage them to feel free to write about interesting and colorful events.

Write your short story

Have students use their brainstorming notes to begin writing. Tell students to look for good places to add metaphors, onomatopoeia, and hyperbole to their writing.

Revise

Say: *After you have written the first draft, look back at it and ask yourself, "Did I give enough details? How can I make the writing clearer? Are the beginning and ending of the story effective?"*

Edit

Remind students to use the Writing Checklist as they review their drafts. The checklist includes grammar and style points that will help students find errors in their paragraphs.

Writing Support

Clarify Explain that interjections do not have a grammatical connection to any other part of a sentence. List some common interjections on the board: *ah, aha, eureka, good grief, hey, hooray, oh no, oops, shh, ugh, well, wow, yo.* Have students use these interjections appropriately in a sentence.

Progress Check

Milestones Tracker

Teacher Resources: *ExamView®*

Progress Check Answers

Vocabulary From the Readings
disgrace: to dishonor or discredit; *etiquette*: correct or polite behavior; *progress*: the process of improving or moving toward a goal; *promotion*: a more important job; *spectacle*: a strange sight; *stalk*: the stem of a plant; *ceremony*: an event usually with rituals; *complexity*: a situation or condition with many difficult parts to it; *determination*: drive, resolve, and strong will; *enhance*: improve; *enlightening*: providing more knowledge; *restriction*: a rule that limits; *transform*: shift or change

Academic Vocabulary
infer: to believe something is true without knowing for sure; *infer*: to make a guess using some information; *challenge*: a difficult task; *indicate*: to show or suggest that something else is true

Reading Strategies
To make an inference, you connect details from the story with your experiences and knowledge. When you visualize, you form images in your mind of what you are reading

Text Genres
short story; expository text

Reading Comprehension
"The All-American Slurp" is about how a Chinese-American family learns about the customs of the United States concerning food and eating. "Mathematics & Origami" is about the mathematics of the Japanese art form of paper folding called origami.

Literary Element
A metaphor is one type of figurative language in which two things are compared to each other in order to describe one of the things. Students' answers will vary for the sentence. Sample answers: I died when my mom showed my baby pictures to my friends. When Sandi realized her mistake, she froze.

Spelling
Have students note words they themselves frequently confuse the spellings of. (tale, plain)

Writing Conventions
soupy, crazy, rainy, flaky. The suffix *–y* often indicates an adjective. Suggest some examples and have students name the root word. (messy, icy)

Listening and Speaking
Phrases for Conversation Students' answers may vary and may include the following:
I'd like to tell you how to...
First, you will need...
Follow these steps ...
Be careful to...
Be sure not to

Progress Check

Milestones Tracker

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **disgrace, etiquette, progress, promotion, spectacle, stalk**	216
	• **ceremony, complexity, determination, enhance, enlightening, restriction, transform**	232
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **assume, infer**	217
	• **challenge, indicate**	230
Reading Strategies	How do you make an inference?	217
	What do you do when you visualize a reading?	233
Text Genres	What is the text genre of "The All-American Slurp"?	218
	What is the text genre of "Mathematics & Origami"?	233
Reading Comprehension	What is "The All-American Slurp" about?	231
	What is "Mathematics & Origami" about?	239
Literary Element	What is a **metaphor**? Use a metaphor in a sentence.	231
Spelling	What word is frequently confused with *tail*? What word is frequently confused with *plane*?	239
Writing Conventions	Write these nouns as adjectives using the sufffix **-y**: soup, craze, rain, flake.	239
Listening and Speaking	**Phrases for Conversation** Name a phrase that you can use in a demonstration speech.	240
Vocabulary Development	What are some English words that come from Greek, Latin, and Anglo-Saxon mythology?	241
Grammar	What is an example of a **prepositional phrase**?	242
	What does an **appositive** do?	243
Writing Support: Grammar	What is an **interjection**?	245

Vocabulary Development
cornucopia, Achilles' heel, volcano, thunder

Grammar
Students' answers will vary. Sample answers: Julie and I are going to see a movie at the theater. I am going to the store. An appositive explains or clarifies the noun it is next to.

Writing Support
Interjections An interjection is a type of word used to express strong emotion.

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

A Special Dish

1 When Abuela, my grandmother, turned 70 years old, I decided to make one of her favorite dishes for the party we were giving her. It was a recipe for tamales she had been making since she was a teenager in El Salvador. Because it was a surprise, I didn't tell anyone about my plan to make it.

2 I knew what foods to buy because I have seen her make this dish many times. The only problem was that the recipe was so old I couldn't read the writing. The ink was so light it looked like it had been written hundreds of years ago! The words were Greek to me. I tried to follow the instructions but I only made a mess. I finally asked my mother to read the instructions to me.

3 With my mother's help, it transformed into a beautiful meal. At the party, everyone thought it was delicious—especially Abuela.

1 **What does transformed mean in this sentence from paragraph 3?**

> It transformed into a beautiful meal.

- **A** created
- **B** changed
- **C** cooked
- **D** appeared

2 **What inference can you make about the narrator?**

- **A** She has a large family.
- **B** This is her first time making this meal.
- **C** She makes everyone's favorite meals for their birthdays.
- **D** Cooking is her favorite activity.

3 **Which sentence from the passage is a metaphor?**

- **A** The only problem was that the recipe was so old I couldn't read the writing.
- **B** At the party, everyone thought it was delicious.
- **C** The words were Greek to me.
- **D** The ink was so light it looked like it had been written hundreds of years ago!

4 **What is the text genre for this passage?**

- **A** poem
- **B** persuasive essay
- **C** textbook excerpt
- **D** short story

Writing on Demand: Short Story

Write a short story about a time when you were determined to do something. Use each of these three literary features: onomatopoeia, metaphor, and hyperbole. **(20 minutes)**

Writing Tip

Try using prepositional phrases to help the reader visualize where and when the action is taking place.

Study Skill

Study strategy It is important that students have a good place to study outside of school. It should be an environment free from interruptions and distractions; students learn better in a quiet environment. Students should choose a place that will be available on a daily basis. The study place should have enough light and a comfortable place to sit. Students should have a workspace large enough to hold everything they need to work on homework or to study for a test. Students should also be sure that they have all the study materials (paper, pencils, school books, a dictionary) they need before they begin. At the beginning of the school year, you may wish to take some time discussing a good study environment.

Unit 4 • Chapter 1 Check Your Progress

- **Assessment Book:** Unit 4, Chapter 1 Quiz
- **Teacher Resources:** *ExamView®* Unit 4, Chapter 1 Quiz
- **Milestones Tracker:** Unit 4, Chapter 1 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies

Remind students to read all the possible answers to a multiple choice question before choosing an answer. Students should eliminate answers they know are incorrect and choose the one that makes the most sense from the answers that remain.

Reading Fluency

Choral Reading "A Special Dish," paragraphs 1–3

Assessment Practice Answers

1. B
2. B
3. C
4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand

- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret writing prompt** Point out the words *short story* in the first sentence. Tell students that these words show that the writing will be a narrative. It will most likely be told in chronological order.
- **Organize quickly** Tell students to decide which episode to tell about in their short story.
- **Revise** After writing the draft, tell students to reread and look for places that need more details.
- **Edit** Remind students that punctuation, spelling, and grammar are part of editing.

Objectives

Reading Strategies
Say: A fact is something that is true. An opinion is something a person feels. Ask students to tell which statement is a fact: *The car is red. The red car is pretty.*

Listening and Speaking
Say: A visual is something you see. A picture, a chart, or a graph are visuals. So is a chart or graph. What visuals are on page 248? (a chart and a picture) *Visuals can help you understand what you read.*

Grammar
Say: A clause is a group of words. Some are called independent. Some are dependent. Write *independent* and *dependent* on the board. *Say: If you are independent, you can do things by yourself. If you are dependent, you must rely on others. You will learn about how clauses rely on other parts of the sentence.*

Pre-Assessment
Check that students understand the meaning of *tradition* and *culture*. ***Ask:*** *Is it a tradition to wear boots in the snow?* (no) *Is it a tradition to wave a flag at a parade?* (yes)

Assessment
Select items from **Assessment Program** or **Teacher Resource CD-ROM** with *ExamView®*.

Focus Question

- **Preview** The Chapter Focus Question is a question that students will answer after the two reading selections. Students should keep this question in mind as they read.

Chapter Focus Question Sample Answer
Students may say cite traditional stories and say how it affects their culture

- **Preteach vocabulary** Explain that *proof* is the evidence or detail that tells whether a fact is true or not.

About Reading 1

Look at the image ***Ask:*** *What are the people in the picture wearing?* (colorful clothes) *Where are they standing?* (in a city street or plaza) *Can you tell how they are feeling?* (They look happy and excited.)

CHAPTER 2

Objectives

Reading Strategies
Tell fact from opinion; Ask questions

Listening and Speaking
Give a presentation with visual aids

Grammar
Learn about indefinite pronouns; Classifying sentences by purpose

Writing
Write an informative essay

Academic Vocabulary

fact	classify
opinion	
proof	

Academic Content

The Mexican holiday Cinco de Mayo

The Chippewa legend of the dreamcatcher

Chapter Focus Question
How do the stories we tell reflect our cultures?

Reading 1 **Content:** Social Studies
Expository text
Celebrating Cinco de Mayo
by James Garcia

Reading 2 **Literature**
Legend
Legend of the Dreamcatcher

Celebrating Cinco de Mayo

About the Reading

Cinco de Mayo is a holiday that celebrates Mexico's victory at the Battle of Puebla on May 5, 1862. "Celebrating Cinco de Mayo" describes how people in the United States celebrate this holiday and what it means to them.



Differentiated Instruction • Use Prior Knowledge

Scaffolding
Ask: *Has anyone ever celebrated Cinco de Mayo? What was it like and what did you do?* (Accept any response.) If no one is familiar with the holiday, invite students to share their experience with a parade. ***Ask:*** *What happens in a parade?* (People walk down a street playing music or riding on floats.) Write answers on the board and provide any words that students have difficulty pronouncing.

Extension
Have students work in small groups to plan a parade. Together, they should use their prior knowledge of parades to decide what groups, performers, or vehicles should be part of the parade. Each group should produce a list. Then, have groups share their plans with the class. Point out the differences between the parades and the similarities. Tell students that many cultures have a tradition of parades on holidays.

Before Reading 1

Build Background

Cinco de Mayo

Mexico is a large country to the south of the United States. Many Mexican people have come to live in the United States. For many Mexican Americans, Cinco de Mayo is an opportunity to celebrate Mexican history and culture. In cities near the U.S.-Mexico border, many people, not just Mexican Americans, enjoy this holiday.

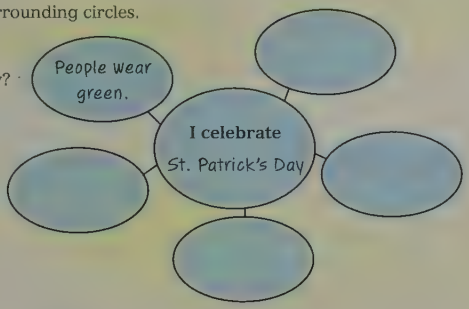


Use Prior Knowledge

Describe a Holiday You Celebrate

Every culture has special days when people celebrate important occasions. Think of a holiday you have celebrated. Create a word web to show the holiday and some ways it is celebrated. Put the name of the holiday in the center circle. Use the questions below to help you think of ideas to write in the surrounding circles.

1. What does the holiday celebrate?
2. Are there special foods for the holiday? What are they?
3. Do people wear special clothing on the holiday? What do they wear?
4. Is there music or another kind of entertainment? What kind?



Arts Connection

Design a mural Create a "traditions" mural as a class. First, discuss important traditions and those that help define a culture. ***Say:*** *Celebrating Cinco de Mayo is a tradition. Each culture has its own traditions and holidays. How can we draw something that shows traditions and holidays?* Encourage students to sketch their ideas. Return to the idea after reading the literature in the chapter. Paint or draw the ideas on a large paper. Display the mural in the classroom.

Classroom Management

Instruction Be sure that students who come from blended families, foster families, or from a turbulent cultural background feel comfortable during discussions of traditions and holidays. You may wish to use American holidays or an approaching holiday as your example. Have them observe the preparations for an American holiday or recall the events of a holiday they participated in.

Build Background

Cinco de Mayo

- **Teacher Resources:** Graphic Organizers: Storyboard
- **Use prior knowledge** If students have difficulty remembering a holiday celebration, suggest that they use their birthdays as an example. ***Say:*** *Many American children blow out candles on a cake to celebrate their birthdays. What other things happen on a birthday?*
- **Clarify** Explain that Cinco de Mayo is a holiday that Mexicans and Mexican Americans celebrate. It celebrates a victory against the French that took place in Mexico on May 5, 1862.
- **Graphic organizer** Have students who have few language skills use a **Storyboard** to draw pictures in response to the **Chapter Focus Question**. Tell students to draw a picture in the first box that shows one aspect of a tradition or holiday. In each following box, have them draw other aspects of the tradition.

Reading Fluency

Reading Words in Chunks Build Background

Use Prior Knowledge

Describe a Holiday You Celebrate

Reinforce vocabulary Review the meaning of the word *holidays* with students. ***Say:*** *The word* day *is part of* holiday. *The first part of* holiday *comes from the word* holy. *It is a clue that a holiday is a special day. Examples of holidays are Christmas, Cinco de Mayo, and New Year's Day.*

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
ie Txxx

Teacher Resources: Graphic Organizers:
d Web, Vocabulary Log

Word Connections
acknowledge *(accept, confess, declare, profess)*
cherish *(appreciate, nourish, sustain, value)*
enrich *(better, cultivate, supplement, upgrade)*
establish *(create, erect, found, provide, settle)*
reflect *(echo, flash, imitate, mirror, shine)*
symbolize *(embody, mirror, suggest, represent)*

Have students use a **Word Web** to understand word connections.

- **Vocabulary strategies** Write these sentences on the board and have students supply the correct vocabulary word.

If I love something very much, I ___ it. (cherish)
A mirror is a good way to ___ sunlight. (reflect)
When I thank someone, I ___ their help. (acknowledge)
Reading books is a good way to ___ my education. (enrich)
If you settle a colony, you ___ it. (establish)
A flag is a way to ___ a country. (symbolize)

- **Vocabulary development** Assign each student one word to teach to the class. Students should present the word with their own explanation or definition and a sample sentence.
- Tell students to look for the Key Vocabulary words in other classes and outside school.

Learn Vocabulary
l. to admit
dear in one's mind
add good things to
eate
eply about
stand for, or suggest something else

Practice Vocabulary Answers

Vocabulary Sample Answer
paragraphs should include several vocabulary

Checkpoint Sample Answers
1. green grass, beach balls, sunglasses;
it, my bike, my photo albums

Before Reading 1

Key Vocabulary
- acknowledge
- cherish
- enrich
- establish
- reflect
- symbolize

Vocabulary From the Reading
Learn, Practice, and Use Independently

Learn Vocabulary Read each sentence. Look at the **highlighted** word. Use the context to determine the meaning of the word.

1. Because I got an "A" in science class, my mother made my favorite dinner to **acknowledge** my success.
2. Visiting my grandparents is very important to me. I **cherish** the time we spend together.
3. Learning about other cultures can **enrich** your life by helping you understand more about the world.
4. On the first day of school, our teacher will **establish** rules that we will have to follow every day.
5. The old man liked to **reflect** on the many wonderful things that had happened in his life.
6. The American flag and fireworks are things that **symbolize** the Fourth of July in the United States.

Practice Vocabulary Complete the sentences with the correct Key Vocabulary words.

1. At the end of the year, the teacher asked the students to sit for a moment and _____ on what they had learned that year.
2. Young children often _____ a favorite stuffed animal and take it wherever they go.
3. When I think of the start of school, I think of pencils, notebooks, and desks. These things _____ the start of school for me.
4. I'm a pretty good soccer player, but I _____ that Maria is even better.
5. You can learn a lot of new words from books. Reading is one way to _____ your vocabulary.
6. There was no place to buy fresh fruit and vegetables in this town, so the people decided to _____ a farmers' market.

Use Vocabulary Independently Write a paragraph that includes each Key Vocabulary word. Share your work with a partner.

Checkpoint
1. What are some things that **symbolize** summer for you?
2. Make a list of three things you **cherish**.


Vocabulary Log


Workbook page 169


Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary from the Reading

Scaffolding
Have students write each vocabulary word on an index card. Working with a partner, have one student hold up the word and tell the definition. Have the partner invent a sentence using the word correctly. Have students take turns inventing sentences.

Extension
Have students work in groups. Tell them to look up the words in a thesaurus and find synonyms and antonyms for each word. Have students alternate turns presenting their work to the class.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
fact *noun*	something that can be proven	It is a **fact** that the moon moves around the earth.	
opinion *noun*	a personal view or idea	In your **opinion**, what is the most delicious fruit?	
proof *noun*	evidence that shows something is true	If you want to return that hat to the store, you have to provide **proof** that you bought it there.	

Draw a picture and write a sentence for each word.

Reading Strategy

Tell Fact from Opinion

Fact	Opinion

Facts can be proven. You can use **proof** to show that they are true. An **opinion** is a personal belief. Telling **facts** from **opinions** will help you better understand what you read.

As you read, look for **facts** and **opinions**.

1. A **fact** is a statement that is true. "The Battle of Puebla happened in 1862" is a **fact**.
2. **Opinions** often use words like "believe," "feel," and "think." "I believe everyone should celebrate Cinco de Mayo" is an **opinion**.
3. Look at the chart. After you read, you will look at the reading again. Then you will complete the chart.

Checkpoint

1. Write one **fact** about yourself and one **opinion**.
2. What is the **proof** for the **fact** you wrote down?

Vocabulary Log | Workbook page 170 | Independent Practice CD-ROM/Online

Home Connection

Opportunities for practice Tell students that news stories contain facts. However, readers can have opinions about what they read in the newspaper. Have students select a news story and ask family members for opinions about it. Have them write the various family members' opinions. Have students make a **Two-Column Chart**. In the left column, tell them to write facts from the newspaper. In the right column, have them write opinions from their family.

Language Transfer and Interference

Plural forms Many languages, including Cantonese, Haitian Creole, Hmong, and Vietnamese, do not use plural markers for nouns. You may hear students omit the plural suffix on plural nouns, such as "I have two brother." ***Say:*** *When you talk about more than one of something you usually add an -s to the end of the word.* Show examples of plural words that use an *-s* in the plural, such as *holidays*, *facts*, and *opinions*. Model the various ways of pronouncing the plural *-s*.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

fact *(basis, experience, truth, happening)*
opinion *(belief, assessment, assumption, sentiment)*
proof *(evidence, certification, credentials, validation)*

Have students work in pairs to create a **Word Web** for each academic word.

- **Preteach** Tell students that they may often be asked to show proof of something. ***Say:*** *ID cards and other official documents can prove your name and address. What are some forms of identification that could be used to prove your identity?*
- **Identify antonyms** Tell students that the words *fact* and *opinion* are antonyms. ***Say:*** *Antonyms are two words with opposite meanings.* Tall / short *and* hot / cold *are antonyms. So are* fact / opinion *and* fiction / nonfiction. Ask students to give other examples of antonyms.

Reading Strategy

Tell Fact From Opinion

- **Preteach** ***Say:*** *How could you find out if it is Wednesday today?* (You would look at a calendar or listen to the radio.) *You would look for proof. You need proof to show that something is a fact.*
- **Teacher modeling** ***Say:*** *Not everyone feels the same way. You may think this desk is beautiful. I might think it is ugly. These are opinions. You can recognize opinions because they use descriptive words that you cannot prove, such as* beautiful, best, terrible.

Reading Fluency

Repeated Reading Reading Strategy

Checkpoint Sample Answers

1. My birthday is March 10. I like pizza.
2. My birth certificate is proof that March 10 is my birthday.

Text Genre

Expository Text

- **Build vocabulary** Write the word *expository* on the board. Underline *expos-*. Explain that the root of the word is *expose*, which means show or tell about. ***Say:*** *An expository text is one that will expose facts and details about a subject. Expository text may include the opinions of experts, people who have studied the subject and know a lot about it.* Ask for examples of expository writing: newspapers, manuals, recipes, etc.
- **Review capitalization** Point to an alphabet in the classroom or print one on the board. Point out the capital letters and the lowercase letters. ***Say:*** *These are capital letters. They are sometimes called uppercase letters.* Remind students that specific place names must begin with a capital letter: California, Sacramento, Sunset Boulevard.

Meet the Author

James Garcia

- **Author's background** James Garcia was a reporter for 20 years. Now he is going to get his doctorate in theater and performing arts. Garcia's work focuses on cultural experiences of Latinos in America.
- Ask students to find both Mexico and Chicago, Illinois, on a map.

Reading Focus Questions

Explain that students should think about the **Reading Focus Questions** as they read "Celebrating Cinco de Mayo." They will revisit the questions after reading the selection.

Reading Focus Questions Answers

Cinco de Mayo is a tradition in Mexican and Mexican-American culture.

Answers will vary: probably wanted to teach people how Cinco de Mayo is celebrated.

Answers will vary: remind people of events and ideas that are important to them. They also allow people to spend time with friends and family.

Checkpoint Answers

1. To inform the reader about a topic; 2. the opinion of someone who knows a lot about a subject

Before Reading 1

Text Genre

Expository Text

"Celebrating Cinco de Mayo" is an example of **expository text**. The purpose of expository text is to inform the reader about a topic. Expository text gives **facts** about a subject. Sometimes it also tells about people's **opinions.**

An expository text has the features below. Look for these features as you read "Celebrating Cinco de Mayo."

Expository Text	
expert opinion	the **opinion**, or belief, of a person who knows a lot about the subject
place names	names of locations where important events happened



Meet the Author

James Garcia was born in Chicago, Illinois. His father and mother have roots in Mexico, and he still has family there. He teaches writing and ethnic studies at Arizona State University. In addition to teaching, Garcia writes and produces plays. About a dozen of his plays have been produced in Arizona and Texas, including *Voices of Valor*, a play based on the oral histories of Hispanic World War II veterans and their families. "Celebrating Cinco de Mayo" comes from *Cinco de Mayo: A Mexican Holiday about Unity and Pride*, the first book Garcia wrote. He wrote about Cinco de Mayo because he believes the holiday, while well-known, is often misunderstood.

Reading Focus Questions

As you read, think about these questions.

1. How does the reading connect to the theme of "cultures and traditions"?
2. What do you think was the author's purpose in writing "Celebrating Cinco de Mayo"?
3. In your **opinion**, why are holidays important to people?

Checkpoint

1. What is the purpose of **expository text**?
2. What is **expert opinion** in expository text?

Workbook page 171

Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Name the items on the following list. Have students tell you whether the type of writing is expository or not.

a newspaper article (yes)
a song (no)
a how-to manual (yes)
a speech about why you should give money to a charity (no)
a textbook (yes)
a poem (no)

Review the definition of expository for students who do not answer correctly.

Extension

Bring in a newspaper and give each student a page. Tell students that most articles are written to inform. This is expository text. Point to several advertisements. ***Say:*** *The purpose of the ads is to persuade. The writer wants you to do something. This is not expository text.* Then point to the comic pages. ***Ask:*** *What is the purpose of these pages?* (to entertain) *Are they expository?* (no)

Reading 1

Content
Social Studies

Celebrating Cinco de Mayo

by James Garcia

1 In Mexico, Cinco de Mayo is celebrated with events organized by the Mexican government. Soldiers march in parades. Serious ceremonies honor the soldiers who gave their lives at the Battle of Puebla. People dress up like 19th-century soldiers and **reenact** the famous battle. Some of the events are like those held in the United States on Veterans Day and Memorial Day, which honor soldiers who fought in America's wars.

2 More than 20 million people in the United States were born in Mexico or have ancestors who came from Mexico. They like to celebrate Cinco de Mayo, too. Mexican Americans celebrate Cinco de Mayo differently from people in Mexico. The partying is often more lively and fun in the United States. There are noisy, colorful festivals with lots of Mexican foods, folk dancing, and music. A Cinco de Mayo festival in America often includes Latin music bands and theater, many children's activities, and even carnival rides.

Reading Strategy

Tell Fact from Opinion Is the first sentence in paragraph 2 a **fact** or an **opinion**? How do you know?



A Cinco de Mayo parade with a man dressed in a 19th-century uniform

Reading Check

1. **Recall facts** What are some ways people celebrate Cinco de Mayo in Mexico?
2. **Compare and contrast** How are Cinco de Mayo celebrations in the United States different from those in Mexico?
3. **Analyze** Why is Cinco de Mayo a popular holiday in the United States?

reenact act out or role-play events that occurred before

Mechanics Connection

Capitalization Explain the rules for capitalizing place nouns. ***Say:*** *Place names, people's names, and the names of holidays are called proper nouns. They are the names of specific people, places, or things.* Give some examples from the text and write them on the board. (Cinco de Mayo, James Garcia, Chicago) Tell students that proper nouns are capitalized in English. ***Say:*** *When you write your name, start with a capital letter. When you write the name of a city, state, or country, use a capital letter.* Have students work in pairs to find examples of proper nouns in the reading. Have them make a list and share it with the class.

Classroom Management

Model questions Review the classroom rules for asking questions. This will help students communicate in a classroom setting. Explain that students raise their hands to show that they have a question. Model types of questions students need to ask, such as: Could you repeat the question, please? Could you explain that again, please? I don't understand what ___ means. I need help with ___. Is ___ right?

Post a sentence strip for each question or statement on the wall for reference. Instruct students to use these questions when they need more explanation from you or about the text.

Unit 4 • Chapter 2 Reading 1: Content

Read the Selection

CD 3, Track 4 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Identify the structural features** ***Say:*** *Look at page 253. The big words at the top are the title. The smaller words underneath are the name of the author. Look at the picture. Now point to the caption. What does the caption do? There are questions in the margin. A margin is the white part of the page around the text.* Review each part by naming it and having students point: title, author, picture, caption, margin.
- **Guided reading** Lead the reading for page 253 and monitor comprehension of the text.
- **Grammar review** Point out the last sentence in paragraph 1. ***Say:*** *The word* which *is a clue that you will read a dependent clause. This dependent clause tells more about Veterans Day and Memorial Day.*
- **Understand purpose** Explain that an essay has an introduction that explains what the writing will be about. Have students read the first sentence aloud. ***Ask:*** *What can you tell about this essay from the first paragraph?* (The focus will be on a comparison between how a holiday is celebrated in Mexico and America.)

Reading Fluency

CD Assisted Reading "Celebrating Cinco de Mayo," paragraphs 1–3

Reading Strategy

Summarize Ask students to restate in their own words the difference between a fact and opinion.

Reading Strategy Answer
It is a fact because it can be proven to be true.

Reading Check Answers
1. The government organizes events. People hold parades and ceremonies. Some people dress as 19th-century soldiers and reenact the famous battle.
2. In the United States, people have parties and festivals instead of serious ceremonies.
3. More than 20 million people in the United States were born in Mexico or have ancestors who came from Mexico

Read the Selection

- **Recognize foreign words** Draw students' attention to the word *Latino* used in the text. Explain that the word means a person with Latin-American heritage. Use a map to show students the nations that make up Latin America.
- **Teacher read aloud** Read page 254 aloud as students follow along in their own texts. Read at a normal pace and use standard intonation patterns. Pause briefly between paragraphs.
- **Interpret the images** Have students read the word on the sign. Ask volunteers to find the city on a map of California. ***Ask:*** *What did the author say about the Cinco de Mayo celebration in Los Angeles?* (It is the largest celebration in the United States.)

Reading Strategy

Say: *Your task is to find facts in paragraph 6. Keep a list. Review your list to be sure you have listed only facts.*

Reading Strategy Sample Answers
List that Los Angeles has the largest Cinco de Mayo celebration; more than 500,000 people participate; almost half of Los Angeles is Hispanic.

3 Until recently, only Mexicans and Mexican Americans celebrated Cinco de Mayo. But the growing popularity of Latino food and culture across the country has meant that many others are also enjoying the holiday. Cinco de Mayo festivals in cities such as Los Angeles, Houston, Chicago, and San Antonio attract large and **diverse** crowds, just as St. Patrick's Day is celebrated by many people with no link to Ireland.

4 The popularity of Cinco de Mayo in the United States is expected to grow. Most immigrants to the United States in the past ten years have come from Mexico. Meanwhile, many more Americans have begun to enjoy and celebrate Latino culture.

5 States with large Mexican populations, such as Texas, New Mexico, Arizona, California, Colorado, and Illinois, hold the largest Cinco de Mayo celebrations in the United States. In Texas and California, about one out of every five people is of Mexican origin. More and more Mexicans are living in such states as Florida, Nevada, North Carolina, Georgia, Indiana, and Ohio. Cinco de Mayo fiestas are now held in many cities throughout the United States.

Reading Strategy
Tell Fact from Opinion
How many facts can you find in paragraph 6?

Celebration in Los Angeles

6 The largest Cinco de Mayo celebration in the United States is held in Los Angeles, California. More than 500,000 people participate in the **festivities** there every year. Almost half of the people who live in Los Angeles County are Hispanic. Los Angeles has more Mexicans and Mexican Americans than any other city in the United States.



diverse made up of a wide variety
festivities events organized to celebrate something

Differentiated Instruction • Reading Comprehension

Scaffolding
The names of some American states may be difficult for students to pronounce. Using a map of the United States, ask a confident reader to read paragraph 5 slowly. As he or she reads each state name, point to the state. Have all students repeat the state name clearly.

Extension
Deliver informative presentations Have students work in groups to find out about the Cinco de Mayo celebrations in your city or region. Have them look on the Internet or speak to their Latino friends to find details. Allow time for the groups to gather details and prepare an oral presentation of their findings.

7 The city of Los Angeles has several Cinco de Mayo celebrations. The biggest and best-known fiesta takes place on Olvera Street, which is in the oldest part of the city. More than 200 years ago, Spanish settlers **established** the city of Los Angeles right on what is now Olvera Street. Today, the street is home to 27 historic buildings, a traditional Mexican plaza, and a church that was built in 1784. Cinco de Mayo on Olvera Street features a parade, live music and dance performances, and mounds of wonderful Mexican food. Thousands of people of all backgrounds come to Olvera Street every Cinco de Mayo. The colorful festival has become an American tradition.

8 Cinco de Mayo is also celebrated at schools and parks across the United States. Many schools provide *baile folklórico* (folk dancing) performances, and cafeterias offer a Mexican menu for the holiday. All people who celebrate this wonderful holiday will find that it has even more meaning when they understand its history.

The Meaning of Cinco de Mayo

9 Cinco de Mayo has become so popular across the country, it is even celebrated at the White House. On May 5, 2001, President George W. Bush and his wife, Laura, hosted the first-ever Cinco de Mayo fiesta on the South Lawn of the White House. It was a **star-studded** event with about 300 guests. The White House celebration included a traditional mariachi band, a colorfully dressed Mexican folkloric dance group, and pop singer Thalia.



Olvera Street in Los Angeles during Cinco de Mayo

star-studded including a large number of famous people

Reading Strategy

Tell Fact from Opinion Look at the last sentence in paragraph 8. Is it a **fact** or an **opinion**?

Reading Check

1. **Recall details** What is *baile folklórico*?
2. **Explain** What happens at the Cinco de Mayo celebration on Olvera Street?
3. **Understand author's purpose** Why do you think the author includes information about the Cinco de Mayo celebration at the White House?

Writing Strategies

Write with a purpose Challenge students to write a paragraph that explains what happens at a Cinco de Mayo festival. ***Say:*** *Your paragraph will explain the holiday to people who have not heard of it.* Provide this sentence starter: *What people do on Cinco de Mayo is ____.*

Invite students to share their paragraphs.

Writing Strategies

Evaluate expository compositions Explain that experts have studied for a long time to learn about their subject. ***Say:*** *Sometimes you will read information that sounds like it is from an expert, but it is not. The information could be inaccurate. It is possible to find inaccurate information on the Internet. What if a fifth grader wrote an article about dogs? Do you think he would be an expert?* (no) Tell students that not all expository writing is written by an expert.

Unit 4 • Chapter 2 Reading 1: Content

Read the Selection

- **Sentence, paragraph, or pass** Have students read page 255 aloud in small groups. Students can choose to read a sentence, a paragraph, or pass if they do not feel comfortable reading in front of a group.
- **Clarify text** Point out the many adjectives the author uses to describe the city and the festival. Make a list of adjectives on the board, including *historic, traditional, live, colorful, Mexican, popular, star-studded,* etc. ***Say:*** *These words are used to tell about the festival. They are adjectives.* Review the unfamiliar words.
- **Use text clues to determine meaning of words** Point out the use of the foreign words in paragraph 8, *baile folklórico.* ***Say:*** *Do you see how the author has defined the word immediately after the foreign words are used? The translation,* folk dancing, *is set in parentheses to help the reader understand that it is the translation.*
- **Identify the structural features** Point out the heading just before paragraph 9, "The Meaning of Cinco de Mayo." ***Say:*** *This heading tells what the next section will be about. It is the main idea.*
- **Interpret the image** Draw students' attention to the image and the caption. ***Ask:*** *How is the image relevant to the text?* (The text mentions that Olvera Street is where the biggest Cinco de Mayo festival takes place.)

Reading Strategy

Give proof If students have difficulty deciding, remind them that you cannot prove this sentence to be true.

Reading Strategy Answer
opinion

Reading Check Answers
1. traditional folk dancing
2. There is a festival that has a parade, live music and dance performances, and lots of Mexican food.
3. Sample answer: to show how popular and important the holiday has become in the United States

Read the Selection

- **Identify tone in oral communication** Point out the excerpt of the speech in paragraphs 10 and 11. Have students tell what tone the speech elicits. Suggest the following tones and have students accept or reject them: silly, serious, funny, scornful, ridiculous, frightening, respectful, patriotic. (respectful, serious, patriotic)
- **Read silently with support** Have students read page 256 silently. Allow them to ask another student for help with vocabulary or a confusing passage, if necessary.
- **Interpret the image** Point to the image of General Ignacio Zaragoza. ***Ask:*** *What words would you use to describe the general?* (tall, brave, strong) Write suggestions on the board and explain that these are descriptive words called adjectives.

Reading Strategy

Give students a hint. Statements that contain the word *all* or *everyone* are usually opinions, since very few ideas are agreed upon by everyone.

Reading Strategy Answer
It is an opinion because it is a personal belief and cannot be proven

Reading Strategy

Tell Fact from Opinion Is the last sentence in paragraph 10 a **fact** or an **opinion**? How can you tell?

10 President Bush delivered a special speech for Cinco de Mayo in English and Spanish—another first for a U.S. president. He said: "May fifth marks the triumph of the spirit of freedom for the people of Mexico. The victory of General Ignacio Zaragoza [the leader of the Mexican force fighting at Puebla] and his Mexican troops over the superior French forces at the Battle of Puebla served as a **stirring** reminder of the determination to win the fight for Mexico's freedom from **foreign intervention.** The Cinco de Mayo display of courage and purpose is a source of pride for all freedom-loving people.

11 "We Americans **cherish** our deep historical, cultural, economic, and, in many cases, family ties with Mexico and Latin America. Cinco de Mayo celebrations remind us how much Hispanics have influenced and **enriched** the United States."

12 Cinco de Mayo has meaning to all kinds of people, not only to Mexicans. The holiday is about more than just a historical event in which the Mexicans defeated the French in a battle at Puebla. For many it is about living life with pride and courage. It is about the importance of standing together to achieve goals.



Statue of General Ignacio Zaragoza

stirring causing strong emotion
foreign intervention when one country gets involved in events in another country

256 Unit 4 • Chapter 2

Differentiated Instruction • Reading Comprehension

Scaffolding

Review challenging vocabulary, such as the following:
triumph: a success over something
victory: a win
superior: better, stronger
determination: stubbornness
influenced: changed
defeated: beat, conquered, overcame
Have students add the words to their vocabulary or **Word Log**.

Extension

Point out that paragraphs 10 and 11 contain a portion of a speech by President George W. Bush. Tell students to practice the speech and invite volunteers to deliver the speech for the class. Have them think carefully about the tone of the speech as they deliver it. Emphasize that public speakers speak slowly and carefully. They make eye contact with the people they are speaking to.

Different Meanings to Different People

13 Writer Victor Garcia believes, "Cinco de Mayo **symbolizes** the struggle for **sovereignty**, **self-determination**, and commitment to fight even when the odds seem **insurmountable**."

14 Roberto Vargas, a parent in California, sees Cinco de Mayo in much the same way. He also believes the celebration represents a duty to fight for what is right. He explains that Mexican-American college students during the 1970s began celebrating Cinco de Mayo as "a popular community event, using it to teach the importance of continuing to fight for justice, despite the obstacles."

15 Gabriel Buelna, a college professor, says Cinco de Mayo is viewed by many people as the anniversary of an event that showed that "Mexico could **hold its own** against other better-armed enemies."

16 Author Robert Con Davis-Undiano believes Cinco de Mayo simply means, "I'm still standing—**don't count me out**."

Reading Strategy

Tell Fact from Opinion On this page, the author describes what some people feel Cinco de Mayo **symbolizes**. What **opinions** do the people give?



The Battle of Puebla, 5 May 1862, 19th century

Reading Check

1. **Recall facts** How did Mexican-American college students in the 1970s view Cinco de Mayo?
2. **Recall facts** Who is Victor Garcia? Who is Robert Vargas? Who is Gabriel Buelna?
3. **Analyze** Why might someone believe that Cinco de Mayo means "I'm still standing—don't count me out"?

sovereignty the power of a country to govern itself; independence
self-determination the power to make up one's own mind about what to think or do
insurmountable impossible to overcome
hold its own be able to resist someone who is attacking or opposing it
don't count me out don't think that I will quit

Unit 4 • Chapter 2
Reading 1: Content

Read the Selection

- **Explain symbolism** Read paragraph 13 and analyze Victor Garcia's opinion about the symbolism of Cinco de Mayo. Write the words *sovereignty*, *self-determination*, and *commitment to fight even when the odds seem insurmountable* on the board. Have students use a dictionary to find definitions for the words. Discuss Garcia's opinion.
- **Teacher read aloud** Read page 257 aloud as students follow along in their books.
- **Interpret the image** Read the caption of the image. ***Ask:*** *What words could you use to describe the day of the battle?* (violent, tragic, fateful)

Reading Strategy

Cite the text Have students find feeling words from the reading to help them answer the question.

Reading Strategy Answer

Opinions on the page include: "Cinco de Mayo symbolizes the struggle for sovereignty, self-determination, and commitment to fight even when the odds seem insurmountable," and "...Cinco de Mayo simply means, 'I'm still standing—don't **count me out**.'"

Reading Check Answers

1. The college students viewed Cinco de Mayo as a community event that stood for the need to fight for justice.
2. These are three people who are quoted about the meaning of Cinco de Mayo.
3. It reflects the determination of the Mexican soldiers at the Battle of Puebla, who kept fighting even though they were outnumbered.

Contrastive Analysis

Use pronouns effectively In English, pronouns indicate the gender or lack of gender of the noun they replace. For example, *he, she, it.* Practice subject pronouns by filling in words to the following example sentences. When students complete the sentence with the appropriate pronoun, ask them to state the pronoun's gender.

_____ delivered a speech.
_____ enjoyed hearing it.
_____ was very interesting.

Writing Strategies

Use research to write reports After reading the essay about Cinco de Mayo, have students use the library reference materials or the Internet to research the history of the holiday. Have them write a brief report to summarize what they learn.

Read the Selection

- **Compare and contrast** Point out that each speaker in the selection has a different opinion about what Cinco de Mayo means. Ask students to compare the opinions. ***Ask:*** *Which speakers have the same feelings?* (President Bush and Fidel Montoya feel that it is a time to appreciate the contribution of Mexico. Gabriel Buelna and Peter Robledo feel that the holiday is more about surviving a difficult battle.)
- **Guided reading** Teacher guides reading of specific number of pages and monitors comprehension of text.
- **Interpret the image** ***Ask:*** *What is happening in the picture?* (Mexican musicians are playing music.) *What can you guess about Cinco de Mayo from the image?* (Cinco de Mayo is a day filled with music.)
- **Read for a purpose** Read the final paragraph of the selection aloud. Tell students that the author is using persuasive language to get them to do something. ***Ask:*** *What does the author want you to do in the last paragraph?* Celebrate Cinco de Mayo)

Reading Strategy

Point out that, until now, the [illegible] only given others' opinions.

Reading Strategy Answer

[illegible]s that however you celebrate Cinco de [illegible] remember the heroic soldiers at the [illegible] and think of all the times that people [illegible]ht to remain free.

17 Asked to describe what Cinco de Mayo means to him, sixth-grader Peter Robledo says, "It shows it doesn't matter if you're outnumbered. You can still win."

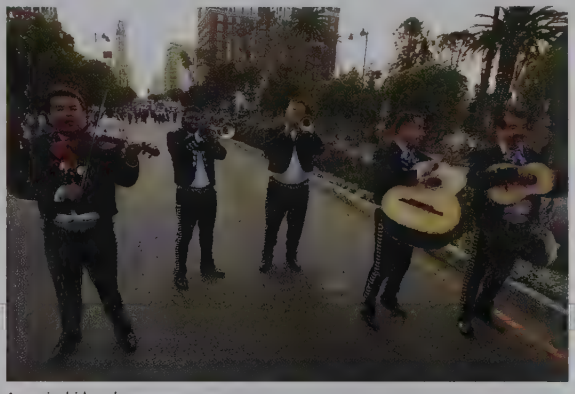
18 Fidel Montoya, a parent in Colorado, sums it up as follows: "It's a day to **acknowledge** our cultural and historical ties to Mexico. It's a day to **reflect** about Mexico's glorious past and its hope for the future. It's also a day when we as Americans can appreciate the cultural and historical contributions of significance made by Mexico. Cinco de Mayo is a day to enjoy and celebrate."

Reading Strategy

Tell Fact from Opinion Look at paragraph 19. What **opinion** does the author give in this section?

Celebrate Cinco de Mayo

19 How about having a really special Cinco de Mayo this year? You can go to a big fiesta or invite friends over for your own party at home. Make tacos, listen to mariachi music, and hand out sombreros. But while you're having fun, be sure to remember the heroic soldiers who lost their lives at the Battle of Puebla defending Mexico from foreign invaders. Think of all the times people have had to fight to remain free, in Mexico, in the United States, and around the world.



A mariachi band

Differentiated Instruction • Reading Comprehension

Scaffolding

Write a timeline on the board and demonstrate how it is used. Write your own date of birth, college graduation, marriage, and birth of children, or other significant dates. ***Say:*** *A timeline includes important dates. The events are listed in the order they occurred.*

Extension

Discuss chronological order. Explain that the events on a timeline are listed in time order or chronologically. ***Say:*** *This timeline tells what happened in the life of Benito Juárez.* Have students identify the entries on the timeline that happened in Mexico and those events that happened outside of Mexico.

20 Timeline

1806: Benito Juárez is born on March 21 in the Oaxaca village of San Pablo Guelatao.

1810: Mexico **launches** its 11-year war for independence against Spain.

1821: Mexico wins independence from Spain. For many years afterwards various groups in Mexico battle against each other for control of the country.

1836: Texas wins independence from Mexico.

1846: War breaks out between the United States and Mexico.

1858: Benito Juárez becomes president of Mexico.

1861: The U.S. Civil War begins. France, Spain, and Britain send troops to Mexico to collect on **outstanding debts.** Spain and Britain change their minds and send their troops home. France decides to stay and take over the country.

1862: Mexico's army defeats French invasion on May 5 at the Battle of Puebla, but cannot prevent the French from taking over the country. President Juárez flees to northern Mexico to avoid capture by French troops.

1864: France's emperor, Napoléon III, appoints Austrian archduke Ferdinand Maximilian to serve as emperor of Mexico. Maximilian and his wife, Carlota, rule for three years.



Benito Juárez

1865: The U.S. Civil War ends. American troops join the Mexican army in its war for independence from France.

1867: Mexican army defeats the French. Benito Juárez regains the presidency of Mexico.

1872: Benito Juárez dies on July 18.

2001: First Cinco de Mayo celebration is held at the White House.

launches starts
outstanding debts money that is owed to someone

Reading Strategy

Tell Fact from Opinion Does this timeline give **facts** or **opinions**? How can you tell?

Reading Check

1. **Recall facts** When did the U.S. Civil War begin?
2. **Recall facts** In what year did Benito Juárez regain the presidency of Mexico?
3. **Analyze cause and effect** Why did France, Spain, and Britain send troops to Mexico?

Unit 4 • Chapter 2
Reading 1: Content

Read the Selection

- **Echo reading** Read the entry on the timeline and have students reread the section as an echo.
- **Interpret the image** Have students look at the photo of Benito Juárez. ***Say:*** *Since Juárez died in 1872, we are lucky to have a photograph of him. Cameras were uncommon until the late 1800s. What can you tell about Juárez from his picture?* (He is formally dressed and has a serious face.)
- **Understand timeline** As students explore the timeline, have them notice the span of years between events. ***Ask:*** *How long after the Civil War ends does the Mexican army defeat the French?* (2 years)

Reading Fluency

Echo Reading "Celebrating Cinco de Mayo," paragraph 20

Reading Strategy

Cite the text Remind students that dates and places can be proven by old records.

Reading Strategy Answer
The page gives mostly facts. The statements on the timeline are facts because they are historical and can be proven to be true.

Reading Check Answers
1. 1861
2. 1867
3. Mexico owed these countries money.

Writing Strategies

Chronological writing Write a summary of the main events in Benito Juárez's life. Have students use transition words that show time order, including *then, soon, next, later, first, following, finally, before, already, after,* etc.

Home Connection

Restate instructions Encourage students to follow the author's suggestions for celebrating Cinco de Mayo. Have students share the instructions with their families and discuss how their own families can celebrate the holiday. Ask volunteers to share their plans for the holiday.

Apply the Reading Strategy

Tell Fact From Opinion

Application Have students work in pairs to fill in the fact and opinion chart. Check students' progress to confirm comprehension.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary

Teacher Resources: Graphic Organizers: Web, Vocabulary Log

Word Connections

fy *(categorize, allot, tabulate, arrange)*

students use a **Word Web** to explore word ngs.

' Point to the pictures in the chart. *Why is the boy classifying the movies?* ts them to be easier to find.)

Checkpoint Answer

To classify is to put similar things

After Reading 1

Apply the Reading Strategy

Tell Fact from Opinion

Now that you have read "Celebrating Cinco de Mayo," you are ready to complete the Reading Strategy graphic organizer.

1. Review the **Reading Strategy** on page 251.
2. Copy the chart.
3. Look back at the reading. Find **facts** and **opinions**.
4. Write the **facts** and **opinions** in the chart.

Fact	Opinion
In Mexico, Cinco de Mayo is celebrated with events organized by the Mexican government.	The Cinco de Mayo display of courage and purpose is a source of pride for all freedom-loving people.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
classify *verb*	to divide things into groups so that similar things are in the same group	I like to **classify** my movies by genre.	

Draw a picture and write a sentence for the word.

Checkpoint

What does **classify** mean? Explain in your own words.

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Reinforce the concept of classifying by listing the following items on the board: hat, mittens, gloves, skirt, bike, airplane, car, motorcycle. ***Ask:*** *What items would you classify under "Clothing"?* (hat, mittens, gloves, skirt) *What items would you classify under "Vehicles"?* (bike, airplane, car, motorcycle)

Extension

Have students review the headings in "Celebrating Cinco de Mayo." Remind students that these headings tell the main idea of the section. Use these main idea headings to have students summarize the reading and prepare for the **Reading Comprehension Questions**.

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** What historical event does Cinco de Mayo celebrate?
2. **Describe** Describe how people celebrate this event using at least two Key Vocabulary words.
3. **Classify** Some Cinco de Mayo celebrations are serious ceremonies, but others are more like parties. What kind of celebration is the one that takes place on Olvera Street?
4. **Identify main ideas** Reread the part of the text under the heading "Different Meanings to Different People." What is the main idea?
5. **Compare to your experience** Have you ever participated in a Cinco de Mayo celebration? What was it like? If you have not celebrated Cinco de Mayo before, what is the most similar celebration you have taken part in?
6. **Revisit the Reading Focus Questions** Go back to page 252 and discuss the questions.


Workbook page 172


Independent Practice CD-ROM/Online

Text Element

Author's Perspective

Every author has **opinions** and attitudes about the subjects he or she writes about. These **opinions** and attitudes are the **author's perspective.** When you read, ask the following questions to discover the author's perspective.

1. Does the author describe his or her feelings about the subject? What are they?
2. What do you know about the author's background? Why do you think the author chose to write about the subject?
3. What kinds of words does the author use? What can the author's words tell you about his or her perspective?

Scan the reading. Find sentences that show the author's **opinions** and attitudes about Cinco de Mayo and write them in a chart like the one below. What does each sentence tell you about the author's perspective? Record your answers in the chart.

Sentence	Author's Perspective
All people who celebrate this wonderful holiday will find that it has even more meaning when they understand its history.	The author thinks Cinco de Mayo is a wonderful, meaningful holiday. He seems to feel that people should learn more about it.

Checkpoint

1. What is **author's perspective**?
2. How can you discover the author's perspective in a text?


Workbook page 173


Independent Practice CD-ROM/Online

Contrastive Analysis

Use apostrophes correctly Explain that apostrophes are used to show possession. Using them incorrectly will mean that a word is misspelled. Offer these examples from the text and images: author's perspective, boy's movies, speaker's theme. Provide an example for independent practice:

the book that belongs to the teacher (the teacher's book)

the car that belongs to the worker (the worker's car)

the opinion that the author has (the author's opinion)

Grouping Strategies

Additional opportunities for practice For additional practice with facts and opinions, arrange students into groups of four. Have each student write four statements of fact or opinion each on a separate slip of paper. Have each student give a slip to another member of the group. Students must identify whether the sentence is a fact or an opinion.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"

1. Cinco de Mayo celebrates Mexico defeating the French at the Battle of Puebla on May 5, 1862.
2. Sample answer: On Cinco de Mayo, people acknowledge the Mexican victory. They also reflect on the importance of Mexican culture and traditions.

"Think and Search"

3. It is more like a party.
4. The main idea is that Cinco de Mayo symbolizes something different for everyone who celebrates it.

"On Your Own"

5. Answers will vary.

Revisit the Reading Focus Questions

6. See sample Answers to Reading Focus Questions on page 252.

Text Element

Author's Perspective

Clarify and explain Point out that an author's perspective is an opinion. ***Say:*** *When you write about a topic, your opinion creeps in as you choose what is important and what can be skipped.* Offer these suggestions for students to react to about the author's perspective in "Celebrating Cinco de Mayo."

1. The author thinks that Cinco de Mayo is only for Hispanic people to celebrate. (not the author's perspective)
2. The author thinks that Cinco de Mayo is the most important holiday of the year. (not the author's perspective)
3. The author believes that Cinco de Mayo is a fun holiday for all cultures to celebrate. (This is the author's perspective.)

Reading Fluency

Paired Reading Text Element

Checkpoint Answers

1. Author's perspective is the author's feelings or attitudes about what he or she is writing.
2. You can pay attention to what the author tells you directly, and also the words the author uses. Knowing information about the author's life experiences can also help.

Bridging Readings 1 and 2

Say: Reading 1 was an expository essay. The author wrote it to inform the reader about a holiday. Reading 2 is also about a cultural tradition. It is the legend from the Chippewa Native Americans.

About the Reading

The legend in this selection is a short story followed by a poem.

Build Background

The Chippewa

Say: *The Chippewa are members of one of the largest Native American groups in North America. They are known for their birch bark canoes and for their form of writing.*

Show students the location of the Great Lakes on a map or globe. ***Ask:*** *What countries border the Great Lakes?* (Canada and the United States)

Fluency

Repeated Reading Build Background

From the Reading

Use Context to Determine Meaning

Outline for Vocabulary

Resources: Graphic Organizers:

Words

entangled *(burdened, clogged, intertwined, snagged, trapped)*

glisten *(flash, flicker, gleam, sparkle, twinkle)*

hum *(moan, mumble, purr, vibrate, whir)*

snare *(coax, decoy, lure, temptation, trick)*

stomp *(flatten, clomp, stamp, thud, thump)*

Read-Aloud ***Say:*** *Sometimes when I write, I go too fast, and I use words like* nice, good, interesting *to tell about my subject. I stop to think of better words. It would be better to write with vivid words. For example, instead of* nice, *I could use the words* gentle, affectionate, *or* polite *to describe someone. Can you think of other words for good?* (tasty, delicious, etc.)

Checkpoint Answers

1. snare; 2. hum, stomp

Legend of the Dreamcatcher



About the Reading

In "Celebrating Cinco de Mayo," you read about how a Mexican holiday is celebrated in the United States. The story you are about to read is a legend from another culture, the Chippewa Native Americans. A dreamcatcher is an object made by the Chippewa. "Legend of the Dreamcatcher" tells where the dreamcatcher comes from.

Build Background

The Chippewa

The Chippewa were once one of the largest groups of Native Americans in North America. They lived in the Great Lakes area of what is now the United States and Canada. The traditional way of life of the Chippewa included hunting and fishing. They also farmed corn, beans, and squash and gathered wild rice. Today, some Chippewa live in cities, while others still earn money hunting, fishing, and making traditional arts and crafts.

Key Vocabulary

- entangled
- glisten
- hum
- snare
- stomp

Vocabulary From the Reading

Use Context to Determine Meaning

Look at the **highlighted** words in the sentences below. Use the context to help you find the meaning of each word.

1. The insect became **entangled** in the spider's web and could not escape.
2. The dewdrops **glisten** on the grass when the sun hits them. They sparkle like little pieces of glass.
3. Even though she didn't know the words to the song, she was able to **hum** the melody.
4. They ran through the meadow trying to **snare** butterflies in their nets.
5. I could hear my brother **stomp** his feet to try to get the mud off his boots.

Checkpoint

1. Which two Key Vocabulary words have similar meanings? Explain the differences in their meanings.
2. Which two words are onomatopoeias?

Vocabulary Log | Workbook page 174 | Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Tell students that a legend is a story that no one can prove. ***Say:*** *A legend is handed down by tradition from earlier times. Many people believe that the legend is true. Since many characters are animals, do you think a legend is fiction or nonfiction?* (fiction)

Extension

Ask students to write a legend that tells how something came to be. It may be a story from their own culture or an invented legend. Remind students to write in paragraphs with indented first lines. Have them exchange their stories for peer review. Ask students to revise as necessary. Then have them share their legends with the class.

Reading Strategy

Ask Questions

Asking questions will help you understand what happens in a story. You should ask questions before, while, and after reading.

1. Preview the story you are about to read. Look at the title and the pictures. What questions do you have?
2. As you read, stop after every paragraph. Ask questions about what you have read, and look for answers.
3. When you are finished, ask further questions about the reading.

Text Genre

Legend: Native American Legend

A **legend** is a story that has been passed down from generation to generation. Legends often include some real events and some events that are made up. Many cultures have legends. "Legend of the Dreamcatcher" comes from the Chippewa Native Americans.

Native American legends often have the features below.

Native American Legend

personification of animals	animal characters who speak and act like people
moral	lesson based on ideas about what is right or wrong

Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme of "cultures and traditions"?
2. Why do the Chippewa people pass down this legend from generation to generation?
3. What is a purpose of the dreamcatcher? Why is it a useful gift?

Checkpoint

1. How does asking questions help you understand a reading?
2. What is a **legend**?

Workbook pages 175–176

Independent Practice CD-ROM/Online

Cultural Connection

Making connections Offer several examples of legends in America, such as the Legend of Davy Crockett, the frontiersman, or of Paul Bunyan, the giant logger who could cut a tree down in one blow. Have students think of legends from their own culture and share them with the class.

Social Studies Connection

Explain symbols Draw attention to the dreamcatcher on page 262. Explain that it is a Chippewa symbol that many believe helps to order the spirit world. Identify other symbols that are part of Native American culture, such as the totem pole or the feathered headdress.

Unit 4 • Chapter 2
Before Reading 2

Reading Strategy

Ask Questions

Model the reading strategy Use the title and images to model the strategy. ***Say:*** *I see that the title is "Legend of the Dreamcatcher," and I know this legend came from the Chippewa. What question can I ask? For example, what is a dreamcatcher? How did the Chippewa make them? What questions do you have about the legend before you read it?* (Accept student answers.)

Text Genre

Legend: Native American Legend

Understand text feature A legend is considered a fictional work. However, the elements of the story have important meaning. ***Say:*** *In some stories an animal teaches a person a lesson.* ***Ask:*** *What do you think the author is saying about the connection between nature and humans?* (Humans can learn from natural things.) *The author teaches a lesson in the legend.*

Reading Focus Questions

Preview Explain that students should think about the **Reading Focus Questions** as they read "Legend of the Dreamcatcher." They will revisit the questions after reading the selection.

Reading Focus Questions Sample Answers

1. "Legend of the Dreamcatcher" tells about how a tradition, the dreamcatcher, began. It is a story from the Chippewa culture.
2. To preserve their culture
3. The dreamcatcher is supposed to catch bad dreams and let good dreams through. It is useful because it allows the person to sleep peacefully.

Checkpoint Answers

1. Asking questions helps you to know if you understand what you are reading.
2. A legend is a story passed down from generation to generation.

Read the Selection

- CD 3, Track 5 (optional)
- **Instructional Routine for Reading** page Txxvi
- **Teacher Resources:** English-Spanish Cognates/False Cognates
- **Prereading** Tell students that there are three characters in the story; the spider; the grandmother, Nokomis; and the grandson. Have them think about the role each character plays.
- **Tapping reading** Begin reading the story aloud. As you continue to read, tap a student on the shoulder, who then joins you in reading aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** ***Ask:*** *What character do you think the photo shows?* (the grandmother)
- **[illegible] and related words** Some students may have difficulty understanding the words related to the spider's work. Write the words *weave, web* and *spin* on the board and explain their meaning in the context of weaving cloth and spinning a web. (*To weave* is to move threads in and out until they make a cloth. A *web* is the sticky strings that make a spider's home. *To spin* is to twirl fibers around one another until they form a thread.)

Reading Strategy

[illegible] ***Say:*** *Here are my questions from the first paragraph: Does the grandson live with his grandmother? Why does he want to kill the spider? Why does Nokomis observe the spider so carefully? What questions can you add about the next paragraphs?*

Reading Strategy Sample Answer
[illegible] does a dreamcatcher work?

Reading 2
Literature

Reading Strategy
Ask Questions
Look at the title of this reading. Ask a question about the reading based on the title.

Legend of the Dreamcatcher

1 A spider was quietly spinning his web in his own space. It was beside the sleeping space of Nokomis, the grandmother. Each day, Nokomis watched the spider at work, quietly spinning away. One day as she was watching him, her grandson came in. "Nokomis-iya!" he shouted, glancing at the spider. He **stomped** over to the spider, picked up a shoe, and went to hit it.

2 "No-keegwa," the old lady whispered, "don't hurt him."

3 "Nokomis, why do you protect the spider?" asked the little boy.

4 The old lady smiled, but did not answer. When the boy left, the spider went to the old woman and thanked her for saving his life. He said to her, "For many days you have watched me spin and weave my web. You have admired my work. In return for saving my life, I will give you a gift."

5 He smiled his special spider smile and moved away, spinning as he went.

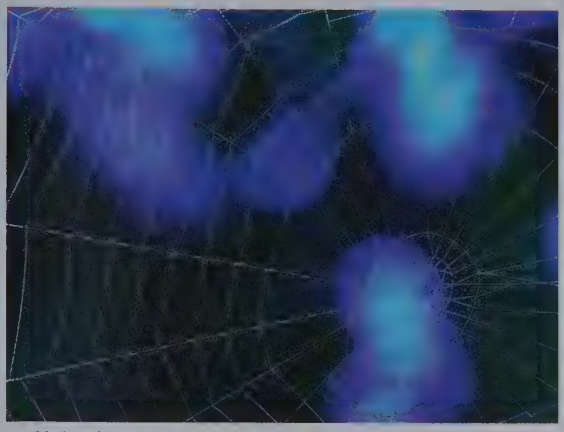


A Chippewa woman

Differentiated Instruction • Reading Comprehension

Scaffolding
Explain that the grandmother's name is Nokomis. We can infer that it is a Chippewa name since this story is from the Chippewa culture. Explain that many names sound unusual to people outside a culture. Ask volunteers to give examples of American names that sound unusual to them.

Extension
Have students create a reading chart with the column headings *Setting, Characters, Plot, Moral.* As they read the legend have them fill in the column with details from their reading. After reading, ask volunteers to share their entries and create a master chart for the class.



A spider's web

6 Soon the moon **glistened** on a magical silvery web moving gently in the window. "See how I spin?" he said. "See and learn, for each web will **snare** bad dreams. Only good dreams will go through the small hole. This is my gift to you. Use it so that only good dreams will be remembered. The bad dreams will become hopelessly **entangled** in the web."

7 Sleep well sweet child
Don't **worry your head**
Your dreamcatcher is **humming**
Above your bed

8 Listen so softly
I know you can hear
The tone of beyond
Close to your ear

9 Love is alive
And living in you
Beyond all your troubles
Where good dreams are true

worry your head worry

Reading Strategy

Ask Questions Ask a question about the text on this page.

Reading Check

1. **Recall facts** What is the spider's gift to Nokomis?
2. **Recall facts** How do good dreams get through the dreamcatcher?
3. **Identify literary elements** What features of poetry can you identify in the spider's poem? How is tone or meaning conveyed through these elements?

Unit 4 • Chapter 2
Reading 2: Literature

Read the Selection

- **Tapping reading** Begin reading the story aloud. As you continue to read, tap a student on the shoulder, who then joins you in reading aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** ***Say:*** *The picture on this page is a spider's web. How does it play a part in the legend?* (The spider in the legend spins a web for the grandmother. The web becomes the dreamcatcher.)
- **Cite the text** Read several lines from the poem and have students cite the rhyming words. ***Say:*** *Rhymes are words that sound alike such as* head *and* bed. *Look for a pattern in the words that rhyme in this poem.*

Reading Strategy

Clarify Help students decipher the poem before they pose questions about it.

Reading Strategy Sample Answer
How is the spider able to talk?

Reading Check Answers
1. The spider weaves a dreamcatcher for Nokomis.
2. Good dreams go through a small hole.
3. The poem is written in verses and the last words in lines 2 and 4 of each verse rhyme.

Home Connection

Critique the character ***Say:*** *In many cultures, people treat insects and spiders with respect. For example, in America the ladybug is considered a friendly bug that most people like. Other bugs, such as wasps, may create such a disturbance that people will want to leave the room.* Have students interview their family members about how they treat bugs at their home. Which ones are left alone? Which ones are considered pests? Have students share what they learned from their families.

Writing Strategies

Use capitalization Draw students' attention to the dialogue in the legend. Point out that each new sentence begins with a capital letter. Show how the tag lines after a line of dialogue do not begin with a capital letter even though they follow a question mark. For example: *"Nokomis, why do you protect the spider?" asked the little boy.*

Have students pay attention to the places in dialogue that require a capital letter and those that require a lowercase letter.

Read the Selection

CD 3, Track 6 (optional)

- **Preteach vocabulary** Write confusing words and phrases on the board and have students use dictionaries to find their meanings.
  slip through: get through easily
  ancient legend: very old story that tells how things came to be
  be at peace: not worry
- **Tapping reading** Begin reading the story aloud. As you continue to read, tap a student on the shoulder, who then joins you in reading aloud. Continue tapping students until as many students as possible have a chance to read.
- **Interpret the image** ***Say:*** *This picture shows a different character from the story.* (the grandson) *Here he is not stomping on the spider. What line in the poem describes the image?* (while you dream upon your bed.)

Fluency

Reading "Dreamcatchers," stanzas 10–13

Reading Strategy

Ask and focus Remind students that asking questions is one way to focus their reading. Good readers stay focused on the information in the text.

Reading Strategy Sample Answer
Why would the Chippewa have hung dreamcatchers above the cradle board?

Dreamcatchers

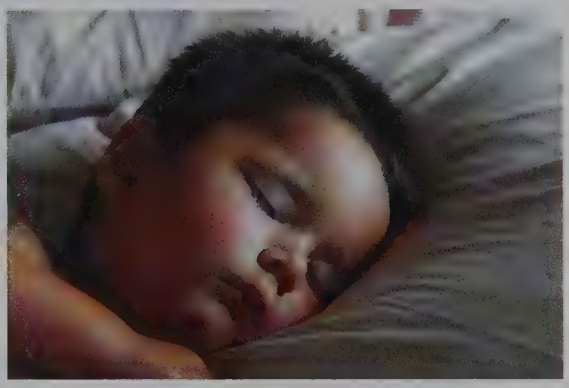
10 An ancient Chippewa tradition
The dream net has been made
For many generations
Where spirit dreams have played.

11 Hung above the **cradle board,**
Or in the **lodge** up high,
The dream net catches bad dreams,
While good dreams slip on by.

12 Bad dreams become **entangled**
Among the **sinew thread.**
Good dreams slip through the center hole,
While you dream upon your bed.

13 This is an ancient legend,
Since dreams will never cease,
Hang this dream net above your bed,
Dream on, and be at peace.

Reading Strategy
Ask Questions When you finish reading, ask a question about what you have read.



cradle board baby carrier used by some Native Americans
lodge a kind of house where some Native Americans lived
sinew thread thread made out of the material that connects an animal's muscle to its bone

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Look back at the first selection in the chapter, "Celebrating Cinco de Mayo." Ask a volunteer to summarize the main ideas of that selection. (Cinco de Mayo is a day to celebrate an important Mexican battle. The holiday is celebrated with music and parades by Mexican Americans as part of their way to honor their heritage.) ***Ask:*** *How is "Legend of the Dreamcatcher" similar to "Celebrating Cinco de Mayo"?* (Both deal with cultural practices and traditions.)

Extension

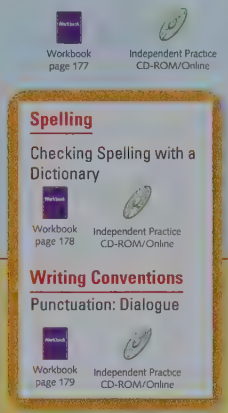
Compare the genres of the two selections in the chapter: an expository essay and a legend. Point out that both works deal with traditions and legends, but they have different characteristics. For example, the legend has characters and a plot. The essay has facts and descriptions of real events. Arrange student groups of similar cultural backgrounds. Have each group create an expository essay and a legend about a single tradition from their background. The essay and legend may be very short but should be written with the characteristics of the genre.

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** What does the dreamcatcher do to bad dreams?
2. **Summarize** Summarize what happens in the story. Use at least three Key Vocabulary words.
3. **Analyze** What is the moral, or lesson, of the story?
4. **Speculate** Why do you think Nokomis protects the spider?
5. **State your opinion** Do you think Nokomis does the right thing when she saves the spider? Why or why not?
6. **Revisit the Reading Focus Questions** Go back to page 263 and discuss the questions.



Connect Readings 1 and 2

You have read two readings on the theme of cultures and traditions: "Celebrating Cinco de Mayo" and "Legend of the Dreamcatcher." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the text genre?	What is the reading about?	Which reading includes facts? Which includes figurative language?	What was the most interesting part of the reading? Why?
Celebrating Cinco de Mayo				
Legend of the Dreamcatcher				

2. With a partner, ask and answer these questions.
   a. How is the spider in "Legend of the Dreamcatcher" similar to the Mexican forces at the Battle of Puebla?
   b. Which selection did you like better? Why?
3. **Revisit the Chapter Focus Question** How do the stories people tell **reflect** their cultures? Use examples from "Celebrating Cinco de Mayo" and "Legend of the Dreamcatcher" to answer this question.

Listening and Speaking Strategies

Define tone in poetry Read the poem aloud to students. Have them read along silently. Point out the rhymes and the rhythm of the lines. Then discuss what tone the poem creates. (gentle, loving, caring) Ask what the poem has to teach. ***Ask:*** *What are the instructions the poet gives?* (where to hang the dreamcatcher) *When is the dreamcatcher working?* (while you dream upon your bed) *How does the dreamcatcher help you?* (It helps you be at peace and not have bad dreams.)

Reteach and Reassess

Restate instructions Review asking questions. ***Ask:*** *Why do we ask questions about what we read?* (It helps a reader focus to find the answers.) *Did you find answers to your questions?* (Answers will vary.)

Unit 4 • Chapter 2 After Reading 2

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers
Question-Answer Relationships (QAR)

"Right There"
1. It catches bad dreams in its web.

"Think and Search"
2. While Nokomis is watching a spider, her grandson **stomps** in. He wants to kill the spider, but Nokomis will not let him. To thank Nokomis, the spider builds her a web to **snare** bad dreams.
3. If you try to live peacefully with other creatures, you will be rewarded.

"Author and You"
4. Sample answer: Nokomis is kind, and does not want to hurt the spider.

"On Your Own"
5. Sample answer: Yes, I think she does the right thing. You should not hurt living things if you don't have to.

Revisit the Reading Focus Questions
6. See sample answers to Reading Focus Questions on page 218

Spelling

Students will learn more about checking spelling with a dictionary on Workbook page 178.

Writing Conventions

Students will learn more about correct punctuation with dialogue on Workbook page 179.

Connect Readings 1 and 2

Connect to theme Tell students to think about how characters, events, and places in one reading can be similar to those in another reading, and also how they are different.

Connect Readings 1 and 2 Answers

1. "Celebrating Cinco de Mayo": expository text; how people celebrate Cinco de Mayo in the U.S.; this reading includes facts; sample answer: I thought the part about Olvera Street was interesting because it sounded like a fun place; "Legend of the Dreamcatcher": legend; the Chippewa legend about dreamcatchers; this reading includes figurative language; sample answer: I thought the most interesting part was when the spider explained what the dreamcatcher does.
2. a. Both encounter someone larger or stronger than themselves, but escape harm. Both also become part of a story that is celebrated in their cultures
   b. Answers will vary.
3. Stories that people tell show what is important in their cultures. For example, the story of Cinco de Mayo shows that the Mexican people are proud of defeating a strong enemy against all odds. The dreamcatcher story shows that the Chippewa believe in respecting and caring for nature.

Listening and Speaking

Give a Presentation with Visual Aids

- Instructional Routine for Listening and Speaking page Txlii
- Teacher Resources: Rubrics: Rubric for ...king Assessment

- **Vocabulary review** Remind students to use Key Vocabulary and Academic Vocabulary words in their demonstrations whenever possible.
- **...se keywords in research** Suggest the ...possible terms to search on the Internet, such ... Native American culture, Sioux traditions, ...outhwest Native Americans, Cree legends, ...

...ling Fluency

...ading Listening and Speaking

... s for Conversation

...attention to visual aids Help students ...se the phrases by demonstrating how to ...esture to a picture or chart as you say the ...words. *Say: If I want you to look at something ... I'm speaking, I can say, "Here is a picture of a dreamcatcher." I can also tell you where you can look to find a visual. I can say, "Look on ... for a picture of a dreamcatcher."*

Listening and Speaking

Give a Presentation with Visual Aids

In "Legend of the Dreamcatcher," you learned about a story told by Chippewa Native Americans. Work with a small group to identify and learn about a Native American group. Then present what you learned using visual aids. Visual aids are pictures or objects that help people understand your presentation.

1. Work with a small group. As a group, decide which Native American group you want to research.
   a. Each person in the group should choose a different part of that nation's culture to learn about. For example, you can choose among food, traditions, where they lived before reservations, or clothing.
   b. Ask questions about what you want to research and use classroom resources and the Internet to learn about the part of the Native American culture that you chose. To make sure you understand the information, take notes in your own words.
   c. As you do your research, think about images or objects that might make good visual aids.
2. Each person in the group will present his or her information to the class.
   a. Choose a main idea to focus on.
   b. Note important details from your research. Use note cards to write down important points you want to make.
   c. Choose at least one visual aid to show what in your opinion is the most interesting thing you have learned. It could be an object, a picture from a book, or a poster you make yourself. It should show the information in detail.
3. Practice your presentation with other members of your group.
   a. Listen to other members of the group present their ideas.
   b. Tell other group members what you liked about their presentations and ways they could improve them.
4. Present to the class.
   a. As a group, decide who will present first, second, third, etc.
   b. Listen to the presentations of other groups.
5. Discuss the following questions as a class:
   a. Did visual aids help you understand the presentations better? How?
   b. What were some of the visual aids you liked best?
   c. What were some other visual aids that groups could have used?

Phrases for Conversation

Directing Attention to Visual Aids

You can see in this photo that . . .
This chart helps us understand that . . .
With this slide, I'd like to make the point that . . .
If you compare these two photos, you will see that . . .

Differentiated Instruction • Listening and Speaking

Scaffolding

Help students narrow their topic to something they can cover in a short presentation. ***Ask:*** *What part of that larger topic will you focus on? Can you break down that idea further?* Have students begin their research and then return to their topic to narrow it down further. Explain that a good presentation has interesting details, not broad general statements.

Extension

Although many visual aids can be downloaded or copied from the source, some students may wish to create their own visuals, such as drawings, paintings, or posters of articles, pictures, and other visuals to help listeners understand the presentation.

Reading Fluency

Echo Reading

Echo reading helps you learn to read with expression.

1. Listen as your teacher reads a line from the poem at the end of "Legend of the Dreamcatcher."
   a. Follow along as your teacher reads.
   b. Pay attention to the expression in your teacher's voice.
2. Read the same line back. Try to read the line with the same expression your teacher used. Be sure to read it accurately as well.
3. Continue through the poem, repeating each line after your teacher.

Vocabulary Development

Foreign Words and Phrases

The English language uses many foreign words, or words that come from other languages. For example, many cooking words come from French, such as *sauté* (lightly fry over high heat) and *purée* (crush).

In "Celebrating Cinco de Mayo," you read some words that were borrowed from the Spanish language. They are defined in the chart below.

Spanish Word	Definition
mariachi	a Mexican music band
sombrero	a high hat with a wide brim
fiesta	a party, feast, or celebration

The words and phrases below were borrowed from other languages. Work with a partner to guess which definition goes with each numbered word or phrase.

1. sushi (Japanese)
2. pizza (Italian)
3. boutique (French)
4. kindergarten (German)
5. skunk (Abnaki-Native American)

a. flat bread dough covered with cheese, tomato sauce, and herbs
b. a small animal that sprays a bad-smelling liquid when frightened
c. school for young children
d. small shop
e. rice with pieces of seafood and vegetables

Checkpoint

1. What does it mean to say a word is "foreign"?
2. Use one or two of the borrowed Spanish words in a sentence.

Vocabulary Log | Workbook page 180 | Independent Practice CD-ROM/Online

Home Connection

Conduct an interview If students know someone who is Native American, encourage them to include an interview in their research. Have students prepare for the interview by writing relevant questions. Emphasize that they should be respectful and organized during the interview. Have students incorporate the information from the interview into their presentations.

Classroom Management

Oral presentations Allow class time for groups to present their oral research reports. Tell each group to choose who will speak first. Seat all members of the group at the front of the room facing the audience. Each speaker should stand to speak. After the presentations, allow time for the listeners to ask questions.

Unit 4 • Chapter 2
After Readings 1 and 2

Reading Fluency

Echo Reading

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Read for understanding For this exercise, read the legend line by line using vocal expression, pausing for students to echo the lines.

Vocabulary Development

Foreign Words and Phrases

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

- **Understand punctuation** Point out that foreign words are often written in italic, or slanted type. Foreign words may be defined directly after they are used. Give these examples: I told my mother *Je t'aime* (I love you). The radio played the song *Feliz Navidad* (Merry Christmas) at Christmastime. See another example in the Handbook on page 453.
- **Clarify pronunciation** Read the words in the Vocabulary Development exercise aloud for students to help them with pronunciation.

Reading Fluency

Repeated Reading Vocabulary Development

Vocabulary Development Answers
1. e; 2. a; 3. d; 4. c; 5. b

Checkpoint Answers
1. It means that the word is from another language.
2. Answers will vary. Sample answers: I like to listen to mariachi music. The sombrero is designed to keep the sun off of your face. This Mexican village holds a fiesta to celebrate the harvest.

Grammar

Indefinite Pronouns

Instructional Routine for Grammar
See page Txxxii

- **Preteach** ***Say:*** *The word* indefinite *means not precise, not decided. If you plan to go to the store at an indefinite time, it means you have not decided at what time you will go.*
- **Teach** Draw students' attention to the list of pronouns in the box on page 270. Point out that the words in the box all take singular verbs. ***Say:*** *These words are pronouns because they take the place of nouns.* Point to a pile of papers, books, and pencils on a desk. ***Say:*** *On this desk, there are papers, books, and pencils. I can use the pronoun* everything *instead of naming all the things on the desk.*
- **Practice** ***Say:*** *Look for indefinite pronouns to answer these questions.* ***Ask:*** *Who will leave the class when the bell rings?* (everyone) *Who would like to be sick during a vacation?* (nobody) *Who do you think will turn the lights off after school?* (someone) *What can you pull out of an empty bag?* (nothing) ***Say:*** *All these words are indefinite pronouns.*
- **Apply** Have students reread the selection "Legend of the Dreamcatcher." Tell them to look for indefinite pronouns and make a list of the ones they find.
- **Assess** Have students return to their own writing and look for indefinite pronouns. Have them correct any mistakes they made in verb agreement.

Grammar Expansion
Students will learn more about using indefinite pronouns and avoiding double negatives on Workbook page 183.

Answers to the Grammar
1. do. 4. are

Answers to Use the Grammar
Sample Answers
1. treats are tasty. 2. Both are my favorite
ne is welcome to join us.

Checkpoint Answers
all, any, most, none, some

After Readings 1 and 2

Grammar

Indefinite Pronouns

Indefinite pronouns refer to unspecified people or things. Most indefinite pronouns are singular and take singular verbs.

another	either	much	one
anybody	everybody	neither	other
anyone	everyone	nobody	somebody
anything	everything	no one	someone
each	little	nothing	something

Everyone has a chance to go.

Each of the men wants to win.

Nobody hears the door slam.

Some indefinite pronouns are plural and take plural verbs. These include: **both, few, many, others, several.**

Both seem like good choices.

Many of the students are in the classroom.

Some indefinite pronouns are either singular or plural and take either singular or plural verbs, depending on what the indefinite pronoun refers to. These include: **all, any, most, none, some.**

All of the snow has melted.

All of the students are reading.

Some of the guests eat with chopsticks.

Some of the food is on the table.

Grammar Expansion
Using Indefinite Pronouns: Avoiding Double Negatives
Workbook page 183 · Independent Practice CD-ROM/Online

Checkpoint
1. Which of the following is not a singular pronoun? **each, somebody, several, no one**
2. Give two examples of a pronoun that can be either singular or plural depending on the phrase that follows.

Practice the Grammar Look at the indefinite pronoun in each sentence. Then choose the correct singular or plural verb.

1. Most of the Cinco de Mayo festivals in America (include / includes) Latin music bands and theater.
2. There are many people in the U.S. with Mexican heritage. Some of them (live / lives) in Los Angeles.
3. But not all of them (does / do).
4. Both of the poems (is / are) about the dreamcatcher.

Use the Grammar Independently Write three sentences using three different indefinite pronouns from the list above.

Workbook page 181 · Independent Practice CD-ROM/Online

Differentiated Instruction • Grammar

Scaffolding

Say: *You know that a pronoun is a word that replaces a noun.* ***Ask:*** *What is the pronoun for* Jack? (he) *What is the pronoun for* Maria? (she) Remind students that *he, she, it, they, them, him, her, we,* and *us* are definite pronouns. ***Say:*** *On this page, we learn about indefinite pronouns. Indefinite pronouns do not name a specific person or thing.*

Extension

Name objects and places. Have students find a pronoun that can replace the item you name. Paris (it), the cities (them), all the people in this room (everyone), what is written on the ceiling? (nothing). Ask them to use indefinite pronouns to replace nouns in sentences of their own. (For example, my class likes reading. Everyone likes reading.)

Grammar

Classifying Sentences by Purpose

Each sentence you speak or write has a purpose. It is either to make a statement (**declarative**), to ask a question (**interrogative**), to express strong feeling (**exclamatory**), or to give an order (**imperative**). Note the punctuation that is used for each of these four sentence types.

Sentence	Purpose	Examples
declarative	to make a statement	The decision angered her parents.
interrogative	to ask a question	Was he right after all?
exclamatory	to express a strong feeling	Oh, I just made it!
imperative	to give an order	Come with me.

Practice the Grammar Read each sentence. Decide what the purpose of the sentence is, then tell if it is interrogative, declarative, exclamatory, or imperative.

1. Nokomis, why do you protect the spider?
2. Write a poem that tells about your culture.
3. He smiled his special spider smile and moved away.
4. See how I spin?
5. I had a bad dream!
6. Use it so that only good dreams will be remembered.
7. The dreamcatcher is so pretty!

Use the Grammar Independently Each of the following sentence beginnings corresponds to a specific kind of sentence. Complete each according to the type of sentence it is. Remember to add the correct punctuation.

1. Don't . . .
2. I think that . . .
3. What a . . .
4. Why did he . . .


Workbook page 182


Independent Practice CD-ROM/Online

Grammar Expansion

Tag Questions


Workbook page 184


Independent Practice CD-ROM/Online

Checkpoint

1. How is a **declarative** sentence different from an **exclamatory** sentence?
2. What kind of sentence asks a question?

Language Transfer and Interference

Speaking effectively Demonstrate how the intonation for exclamatory and interrogative sentences is different in English than the intonation for statements. ***Say:*** *When you ask a question, your voice goes up at the end of the question. Listen: Are you going to the play? Listen to how the exclamatory sentence sounds different: Ouch! You hurt me!*

Writing Strategies

Revise writing One way to keep writing interesting is to vary the beginnings of sentences. Offer a short paragraph and have students improve it by varying the types of sentences.

A whale is a mammal. It lives in the ocean. It breathes air. Humans breathe air, too. It can swim very far. Some whales eat other animals. Some whales eat small shrimp.

Improved paragraph: *Do you know what a whale is? It is a mammal that lives in the ocean. Whales breathe air like humans. You can't imagine how far a whale can swim! They swim very far. Do you know what whales eat? Some eat other animals like seals and octopus and others eat small shrimp.*

Grammar (cont.)

Classifying Sentences by Purpose

- **Preteach** ***Say:*** *A purpose is the reason that something is done.*
- **Teach** Clarify the terms *interrogative, declarative, exclamatory,* and *imperative.* ***Say:*** *Which is a question?* (interrogative) *Which is a statement?* (declarative) *Which is an order?* (imperative) *Which would you use if you got hurt?* (exclamatory)
- **Practice** ***Say:*** *I'll give you some sentences. You tell me what their purpose is.*

Do you have a dime? (interrogative)
We are heading north. (declarative)
Ouch! I stubbed my toe! (exclamatory)
Stop the car now! (imperative)

- **Apply** Have students reread several paragraphs of "Celebrating Cinco de Mayo." Have them tell the purpose of the sentences they read.
- **Extend** Have students write an instruction booklet about how to get from their house to school. Have them use sentences with different purposes in their instructions.

Practice the Grammar Answers
1. interrogative, 2. imperative, 3. declarative, 4. interrogative, 5. exclamatory, 6. imperative, 7. exclamatory

Use the Grammar Independently
Sentences will vary. 1. imperative, 2. declarative, 3. exclamatory, 4. interrogative

Grammar Expansion

Students will learn more about tag questions on Workbook page 184.

Checkpoint Answers
1. A declarative sentence gives a statement. An exclamatory sentence expresses strong feeling.
2. An interrogative sentence asks a question.

Writing Assignment

Write an Informative Essay

- **Instructional Routine for Writing** page Txxvi
- **Teacher Resources:** Graphic Organizers: Sunshine Organizer
- **Teacher Resources:** Rubrics: Rubric for Writing Assessment
- **Milestones Handbook,** pages 429–469
- **Vocabulary review** Remind students to use Key Vocabulary and Academic Vocabulary words in their writing whenever possible.
- **Review formatting** Remind students to indent paragraphs and give the essay a title.
- **Grammar review** Review indefinite pronouns and remind students to use them as they write.

Prompt

- **Discuss the writing prompt** Tell students that the subject of this essay should be something they are familiar with. It should not require a long research period. Distribute the **Sunshine Organizer** to help students focus on the *who, what, where, why* and *how* questions.

Student Model

- **Discuss model writing** Discuss the student model with students. ***Ask:*** *Do you have a good idea about the Patriots' Day holiday? How did the author organize the essay?* (The author put the basic details first and followed with the history of the day. The last paragraph tells how people celebrate Patriots' Day today.)
- **Grammar review** Point out the word *many* used in paragraph 2. Point out *everyone* in the last sentence. Explain that many takes a plural verb and everyone takes a singular verb.

Fluency

Punctuation and Type Cues Student Model

Writing Assignment

Write an Informative Essay

Writing Prompt

Think about a holiday that you celebrate and research information about it. Then write a three-paragraph essay about the holiday. Make sure to include information such as *who* celebrates the holiday, *what* event is being celebrated, *where* the holiday is observed, *when* the holiday takes place, *why* you celebrate the holiday, and *how long* the celebration lasts. Your essay should include indefinite pronouns and at least two of the four sentence types.

Write Your Essay

1. **Read the student model.** This will help you understand how to write your informative essay.

Student Model

Patriots' Day

Do you know what Patriots' Day is? Each year on the third Monday in April, this holiday commemorates the first battles of the Revolutionary War, which took place on April 19, 1775. While the Fourth of July is a national holiday in the United States, Patriots' Day is celebrated mainly in Massachusetts.

On this day in April 1775, many British soldiers marched toward Concord, Massachusetts to arrest revolutionaries and take supplies. Along the way, they met resistance from soldiers who were known as the Minutemen and were forced to retreat. The first shot of the Revolution is widely known as the "Shot Heard 'Round the World."

On Patriots' Day in Boston, the schools are closed and the Boston Marathon takes place. It can be very exciting! I celebrate this special day because it reminds me, and everyone in Massachusetts, of the part our state played in the American Revolution.

Workbook page 185

Independent Practice CD-ROM/Online

Differentiated Instruction • Writing Assignment

Scaffolding

Have students title their essay with the name of the holiday. Provide these sentence prompts to get students started.

This holiday is on _____ (the day).
The reason for this holiday is to _____.
The first time this holiday was celebrated was ____.
The reason people decided to celebrate this holiday is ____.
Today, on this holiday, people ____.

Extension

Encourage students to add interesting details to their essay, such as the lyrics to a song about their holiday, a poem about the holiday, or pictures that help illustrate the day. Ask volunteers to share their work.

2. **Brainstorm ideas.**
   a. Think of the holiday you want to write about.
   b. Make a list of the answers to the *who, what, where, when, why,* and *how long* questions in the writing prompt.
3. **Write your essay.** First, state the purpose of your essay. In addition to the answers to the questions from the prompt, be sure to use different types of sentences in your essay. Also use descriptive nouns, adjectives, and verbs to give the reader a visual image of the event. End your essay with a conclusion that summarizes the most important ideas in your essay.
4. **Revise.** Reread your essay. Revise your essay if any ideas are not clear or complete.

   Use the **editing and proofreading symbols** on page 455 to mark any changes you want to make.
5. **Edit.** Use the **Writing Checklist** to help you find problems and errors.

Writing Checklist

1. I identified a holiday that I celebrate.
2. I answered the *who, what, where, when, why,* and *how long* questions.
3. I used indefinite pronouns in my essay.
4. I used at least two of the four sentence types.
5. I used correct spelling, grammar, and punctuation.

Writing Support

Mechanics

Sentence Punctuation

- Use a period at the end of declarative statements.
  Example: It is my favorite holiday.
- Use an exclamation point at the end of exclamatory sentences.
  Example: I can't believe it's already here!
- Use a question mark at the end of interrogative sentences.
  Example: When is that holiday celebrated?
- You may use a period or an exclamation point at the end of imperative sentences, depending on how much emotion is being used.
  Example: Don't forget to decorate.
  Example: Open your present now!

Apply Check the punctuation at the end of the sentences in your essay. Did you punctuate them correctly?

Home Connection

Use research to write reports In some cases, students may choose a holiday that they have never celebrated. Encourage students to interview their parents about their experiences. Then add those details to the essay.

Writing Strategies

Use correct verb tenses Review present and past tense verbs and when they should be used. Point out that in the paragraph that tells when the holiday was first celebrated, verbs should be written in the past tense. In the paragraph about how the day is celebrated today, verbs should be present tense. Give an example from the student model: ***Say:*** *Past tense:… British soldiers marched toward Concord… Present tense: I celebrate this special day…*

Writing Assignment (cont.)

- **Preteach** Write these days on the board: New Year's Day, Valentine's Day, St. Patrick's Day, Easter, Memorial Day, Patriots' Day, Cinco de Mayo, Mardi Gras, Martin Luther King Day, International Peace Day, Earth Day, Presidents' Day, Independence Day, Labor Day, Halloween, Thanksgiving, Christmas, Hanukkah, Kwanzaa. ***Say:*** *Here are some examples of holidays. What other holidays can you think of?* Add others to the list as students make suggestions.
- **Teach** ***Say:*** *Each paragraph should have a topic sentence and details to support it. Begin with a few ideas for topic sentences. Then fill in details to support each idea.*
- **Apply** Tell students to reread their drafts and apply the revising techniques described in the instructions. ***Say:*** *Look for places where you have wandered off the main idea.* ***Ask:*** *If you add details to your essay will it make it better? Think about where they could go.*
- **Practice** Have students work in groups to read their essays. Have them look for places to add details and revise for clarity. ***Say:*** *Check that every sentence starts with a capital letter and ends with a punctuation mark.* Have students exchange papers and read for editorial errors, such as misspelled words, sentence fragments, or missing punctuation.
- **Extend** Extend the exercise by having students "publish" their work. Collect the essays in a single book and bind them together with a paper cover. Make the essay collection available at the school library.
- **Writing Support** Have students go back and check their sentences, using the rules in the Writing Support box.

Progress Check

Milestones Trackers

Teacher Resources: *ExamView®*

Progress Check Answers

Vocabulary From the Readings
acknowledge: to positively recognize; *cherish*: to love most dearly; *enrich*: to add good things to; *establish*: to start or create; *reflect*: to think deeply about; *symbolize*: to represent something; *entangled*: caught; *glisten*: shine; *hum*: singing with the mouth closed; *snare*: trap; *stomp*: step down strongly with the foot

Academic Vocabulary
fact: something that can be proven; *opinion*: a personal view or idea; *proof*: evidence that shows something is true; *classify*: to divide things into groups so that similar things are in the same group

Reading Strategies
A fact can be proven using proof. An opinion is a personal belief that cannot be proven.
Asking questions will help you understand what you read.

Text Genres
"Celebrating Cinco de Mayo" is an expository text; "Legend of the Dreamcatcher" is a legend.

Reading Comprehension
"Celebrating Cinco de Mayo" describes how people in the United States celebrate the holiday, and what it means to them. "Legend of the Dreamcatcher" is a Chippewa legend about an object called a dreamcatcher and how it came to be.

[illegible]
An author's perspective is the opinions and attitudes the author has about what he or she is writing about. You could ask the following questions:
Does the author describe his or her feelings about the subject? What do you know about the author's background? Why do you think the author chose to write about the subject he or she did?

[illegible]
[illegible] general, doubt. Assist students to use dictionary guide words and look for words using alphabetical order.

[illegible]ing Conventions
A comma and the second quotation mark were missing. ("See you tomorrow," he said with a grin.)

Listening and Speaking
Students' answers may include the following:
You can see in this photo that . . .
This chart helps us understand that . . .
In this slide, I'd like to make the point that . . .

Vocabulary Development
Foreign words are words from another language. Sample answers: Jack is having a *fiesta* to celebrate his graduation. Manuela went to the *boutique* to find a dress.

Grammar
An indefinite pronoun refers to unspecified people or things (anybody, everyone, nobody, someone, etc.)
The four sentences are declarative, interrogative, exclamatory, and imperative.

Writing Support
When is Thanksgiving?

Progress Check

Milestones Tracker

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **acknowledge, cherish, enrich, establish, reflect, symbolize**	250
	• **entangled, glisten, hum, snare, stomp**	262
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **fact, opinion, proof**	251
	• **classify**	260
Reading Strategies	What is the difference between **fact** and **opinion**?	251
	How will asking questions help you while reading?	263
Text Genres	What is the text genre of "Celebrating Cinco de Mayo"?	252
	What is the text genre of "Legend of the Dreamcatcher"?	263
Reading Comprehension	What is "Celebrating Cinco de Mayo" about?	261
	What is "Legend of the Dreamcatcher" about?	267
Text Element	What is **author's perspective**? What questions can you ask yourself to figure out the author's perspective?	261
Spelling	Use a dictionary to correct the spelling of these words: simpal, jeneral, dout.	267
Writing Conventions	What punctuation is missing from this sentence? "See you tomorrow he said with a grin.	267
Listening and Speaking	**Phrases for Conversation** What phrases would you use to direct your audience's attention to visual aids?	268
Vocabulary Development	Choose three foreign words or phrases you learned and use each of them in a sentence.	269
Grammar	What is an **indefinite pronoun**?	270
	What are the four sentences classified by purpose?	271
Writing Support: Mechanics	Punctuate this sentence: When is Thanksgiving	273

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

Celebrating Chinese New Year

1 Many countries celebrate the New Year on January 1. The Chinese New Year is different; it begins on the first full moon of the year and lasts for 15 days. The Chinese New Year is a very interesting and unique celebration. It combines many traditional foods, decorations, and beliefs.

2 There is a special dinner on the day before the celebration begins, and families often prepare fish. Fish symbolizes abundance—it shows that everyone will have more than enough food for the year. This dinner is also an occasion for families to spend time together. Many people decorate their homes with flowers, oranges, trays of delicious dried fruit, and red paper that has short poems to welcome the New Year. One belief is that a house must be cleaned *before* the New Year. If you use a broom on New Year's Day, you may sweep away good luck.

3 For many Chinese people, the New Year is the most important holiday of the year. Chinese communities all over the world cherish the tradition.

1 **What does cherish mean in this sentence?**

> **Chinese communities all over the world cherish the tradition.**

A value B dislike
C accept D make

2 **What is an example of an opinion in this passage?**

A It shows that everyone will have more than enough food for the year.
B It begins on the first full moon of the year and lasts for 15 days.
C One belief is that a house must be cleaned before the New Year.
D The Chinese New Year is a very interesting and unique celebration that combines many traditional foods, decorations, and beliefs.

3 **What is the author's perspective?**

A Chinese New Year is a boring holiday.
B Chinese New Year is special because it is different from other celebrations.
C More people should celebrate Chinese New Year.
D People should eat fish to bring good luck.

4 **What is the genre of this text?**

A folktale
B poem
C historical nonfiction
D expository essay

Writing on Demand: Informative Essay

Write a three-paragraph essay about a style of music that you know. Include information about how it sounds, how it is performed, and what makes it different from other styles. **(20 minutes)**

Study Skill

Study time management ***Say:*** *It can be very difficult to know where to begin studying for a test. First, you should make a list of all the things you need to do: review your notes, skim the textbook, review chapter questions. Break up these tasks into short blocks of time. Work on each task for an uninterrupted amount of time. Be sure to take breaks between each short block of study time. To study for a test, study a little bit each day. You can focus on longer blocks of time as the test gets closer. Reviewing your notes and the textbook each night will help you understand the ideas. Work with a study partner. Be sure that you and your partner are really studying and reviewing material for the test.*

Unit 4 • Chapter 2 Check Your Progress

- **Assessment Book:** Unit 4, Chapter 2 Quiz
- **Teacher Resources:** *ExamView®*: Unit 4, Chapter 2 Quiz
- **Milestones Trackers:** Unit 4, Chapter 2 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies Instruction

Say: *When you are answering a multiple-choice question with four choices, remember that three of the answers are wrong. Try to find the wrong ones and then look at those that are left. Choose from the remaining answers.*

Reading Fluency

Reading Words in Chunks "Celebrating Chinese New Year," paragraphs 1–3

Answers
1. A
2. D
3. B
4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret the writing prompt** Tell students to look for the content or question words in the prompt to help them figure out what the essay should cover. Remind students to look for *who, what, where, when,* and *how long.*
- **Organize quickly** Tell students to choose a style of music they're personally familiar with. ***Say:*** *Write a few words to organize your thoughts. What few things do you think should be included?*
- **Revise** ***Say:*** *Look back at the writing prompt. Make sure that you included everything the prompt asks for. Reread what you wrote and add more details.*
- **Edit** ***Say:*** *Reread your essay and look for punctuation, capital letters, and misspelled words. Correct your work neatly.*

Listening and Speaking Workshop

Deliver an Informative Presentation

- Instructional Routine for Listening and Speaking page Txlii
- Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Review** Remind students to use Key Vocabulary and Academic Vocabulary words, and the grammar that they learned in this unit. Also tell students to speak slowly and clearly in their presentations.
- **Determine purpose for listening** ***Say:*** *These presentations will describe how different cultures celebrate the New Year. Listen and think about the different ways people celebrate. How does it compare with your own traditions?*
- **Communication** Offer some tips for public speaking. ***Say:*** *Good speakers look calm and relaxed even when they are not. A good speaker speaks to the person farthest away in the room. This means that his or her voice comes out loudly and clearly. Also, try not to read off of note cards. Vary your voice tone so you are easier to listen to.*
- **Explain attentive listening** Remind students that it is important to respect those who are giving presentations by being quiet and listening to what they say.

UNIT 4

Apply & Extend

Objectives

Listening and Speaking
Deliver an informative presentation

Media
Evaluate an editorial

Writing
Write an autobiographical narrative

Projects

Independent Reading

Listening and Speaking Workshop

Deliver an Informative Presentation

Topic

When you give an **informative presentation**, you give your audience facts about a topic and explain these facts using details and examples. You will deliver an informative presentation about how one culture celebrates the start of a new year.

1. **Brainstorm**
   a. Think about some cultures you would like to learn more about. Make a list.
   b. Look at your list. Choose one culture to focus on.
2. **Plan**
   a. Start by writing questions about new year traditions. What do you want to know about how people of the culture you chose celebrate the new year? Write each question on a separate note card.
   b. Research answers to the questions you wrote. Use reference materials in your school library, such as books, magazines, and encyclopedias. Search online sources such as Web sites and online encyclopedias for further information. Use note cards to take notes on the information you find.
3. **Organize**

   Put your note cards in the order in which you want to present the information. If possible, include visual aids to make the presentation more interesting. For example, you may wish to include photographs or drawings of traditional new year ceremonies, clothing, or foods. Look in magazines and online for your visual aids.
4. **Practice, Present, and Evaluate**
   a. Use your note cards and visual aids to practice your presentation.
   b. Give your presentation to the class. Maintain eye contact with your listeners. Speak slowly and clearly.
   c. Ask the class for feedback. Use the **Speaking Self-Evaluation** to evaluate your presentation. Use the **Active Listening Evaluation** to evaluate and discuss your classmates' presentations.

Differentiated Instruction • Listening and Speaking Workshop

Scaffolding

Help students organize their notes. ***Say:*** *Put the most important information first. Then put the details that tell more about that main idea. Next put the second most important idea and its details. Continue until you have three ideas with their details. If you have leftover cards, you may decide not to include these in your presentation.*

Extension

Have students who chose the New Year's traditions of the same culture work together to make a presentation. Have each student focus on one part of the culture's New Year's traditions. Give each student time to speak. Group projects should contain more in-depth information than presentations by individuals.

Speaking Self-Evaluation
1. I identified the culture and explained its new year traditions.
2. I included important facts and details in my presentation.
3. I used visual aids to make my presentation more interesting.
4. I spoke clearly and loudly enough for people to hear me.
5. I looked at the audience throughout my presentation.

Active Listening Evaluation
1. Your presentation was well organized.
2. The presentation clearly explained how the culture celebrates the new year.
3. The most interesting thing I learned from your presentation was _____ .
4. I think your presentation needed more information about _____ .

Media Workshop

Evaluate an Editorial

A newspaper editorial is an article in a newspaper that gives the writer's opinion about a current event or issue.

1. Find a few different newspapers in your library. Look for an editorial in each newspaper. Choose an editorial on a topic that interests you.
2. Answer the following questions to evaluate the editorial.
   a. What is the subject of the editorial?
   b. What opinion does the writer express?
   c. What reasons does the writer give for his or her opinion?
   d. Does the writer give enough evidence to support this opinion? Why or why not? Identify any unsupported inferences or fallacious (incorrect) reasoning.
   e. Were you persuaded by the editorial? Why or why not?
3. Present your evaluation of the editorial to the class.

Listening and Speaking Strategies

Determine the audience Use this presentation to demonstrate how an audience helps shape a presentation. ***Ask:*** *How would you change your presentation for an audience that knew nothing about this tradition?* (I would add basic details to my presentation and explain them carefully.) *What if everyone in the room was a native of the country that you were discussing? What would you add to your presentation and what would you take out?* (I would take out the basic information. I would add more unusual details that the native people might not know.)

Home Connection

Ask for family response Encourage students to ask their family members to help them gain confidence in their presentations. ***Say:*** *Give your presentation to your family members. Ask them if they understand your words. Ask if they think you should add more details to your presentation.*

Unit 4 Apply & Extend

Listening and Speaking Workshop (cont.)

Speaking Self-Evaluation

- **Organization and delivery of oral communication** Students should read the Speaking Self-Evaluation rubric before giving their presentation to know what points they need to cover when they give their presentation.
- **Assess** Have students compare the answers they gave on the Speaking Self-Evaluation in the previous units. Have them tell what they have done differently and how they have improved.

Active Listening Evaluation

Teacher Resources: Rubrics: Rubric for Oral Presentations

Analyze oral presentation Collect the Active Listening responses for each speaker. As each student progresses, show them how the responses to his or her presentation has improved.

Media Workshop

Evaluate an Editorial

- **Fact and opinion** Remind students of the difference between fact and opinion: a fact can be proven with evidence, and an opinion is a person's thoughts. Opinions cannot be proven.

Refer students back to page 251 for more review if necessary.

- **Understand purpose** Explain that editorials are written to state an argument and convince the reader. ***Say:*** *If you were not persuaded by the editorial, tell what you think would make it better.*

Reading Fluency

Paired Reading Media Workshop

Writing Workshop

Write an Autobiographical Narrative

Instructional Routine for Writing
Page Txxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook, pages 429–469

Review Remind students that a biography is a nonfiction work about a person. An autobiography is a work about the author.

Writing Prompt

Analyze and clarify Read the writing prompt aloud and help students find key words that will guide their writing, such as *custom from other cultures, participated in a custom, celebration of a holiday,* and *key life event.* Have students restate the prompt in their own words to check comprehension.

Choose a topic Help students choose a custom to write about. Encourage them to choose something that they feel comfortable writing about themselves.

Choose a Text Structure

Chronological order Explain that when students write a narrative, they may choose to organize their ideas in time order, chronologically. Also explain to students that characters and events can be described with specific and relevant details to make the story more interesting to the reader.

UNIT 4

Apply & Extend

Writing Workshop

Write an Autobiographical Narrative

In an **autobiographical narrative,** you describe events that took place in your own life. You tell about what happened and how you felt about it. Autobiographical narratives often include descriptions and details that help the reader understand what happened.

Writing Prompt

In this unit, you read about people discovering customs from other cultures. Write an autobiographical narrative about a time you experienced a custom from another culture. Or, write about a time you participated in a custom from your own culture, such as the celebration of a holiday or a key life event.

Writing Suggestion

Try to use prepositional phrases and appositives in your writing.

Use independent and dependent clauses in your narrative.

PREWRITE

1. Read the student model on the next page. It will help you understand how to write an autobiographical narrative.
2. Think of a time when you experienced a custom from another culture. Alternatively, think about a time you participated in a custom from your own culture, such as a holiday celebration.
3. Answer the following questions. Take notes on your answers.
   a. What custom did you participate in?
   b. What culture does the custom come from?
   c. What is the significance of the custom?
   d. How did you feel about participating in the custom?

WRITE A DRAFT

1. Write the introduction. The purpose of the introduction is to give your readers a general idea of the story you are going to tell. Try to write an introduction that will draw the readers in and make them want to read your story.
2. The next few paragraphs will tell your story. Include sensory details and concrete language (words that refer to objects we see, hear, taste, touch, or smell) in your descriptions of what happened and how you felt as these events took place.
3. Write the conclusion. Tell whether participating in this custom was a positive or negative experience and why.

Differentiated Instruction • Writing Workshop

Scaffolding

Tell students that an autobiography should be written in the first person. ***Say:*** *Write as if you were speaking for this project. Say "I learned to ski when I was seven," rather than, "Roger learned to ski when he was seven."*

Review past tense verbs and remind students to use them when telling about something in the past.

Extension

Proficient students may wish to include drawings or photographs with their narratives. Remind students that visuals could include pictures of the tradition they are writing about, as well as pictures of themselves practicing the tradition. Some traditions or events may be described with a drawing. For example, if the story is about Hanukkah, the students may wish to include a drawing of a menorah.

Student Model

An autobiographical narrative uses the first person.

Jia Yuan

My First Visit to the Medhas' Home

When I was in sixth grade, I became friends with a new girl in our class. Her name was Amala Medha, and her family had just moved here from India. We did lots of things together after school, but we had never been to each other's homes.

A month after school started, our parents met at our school's open house. When my parents came home that evening, they told me that Mr. and Mrs. Medha had invited our family to their home for dinner the next Saturday.

I was excited and nervous at the same time. I knew that Amala's family ate different kinds of food than our family did. I wondered what the food would taste like because I had never had Indian food before. After giving it some thought, I decided to think of it as an adventure. It would be fun to try something new!

On Saturday evening we arrived at Amala's home. The entire family greeted us at the door. Mrs. Medha invited us to sit down on three wooden chairs near the front door. I thought it was odd that we weren't invited to sit in the living room, which is what I am used to doing. But I took my seat next to my mother and father.

Amala's sister, Nila, disappeared for a minute. When she came back, she was carrying a big bowl of water and three small towels. First she washed and dried each of our hands. That didn't seem too strange. But when she bent down and started to remove my father's shoes, we were really surprised! Nila then washed and dried his feet. Next she did the same for my mother and me. I wondered if the Medhas thought we weren't clean enough to enter their home.

Mrs. Medha must have realized our confusion, so she explained their custom as we put our shoes back on. She said that when guests come to visit, they get a lot of respect and attention. The washing is a custom that honors guests.

We then ate a delicious dinner. After we got home, my parents said they thought it was nice to be treated as honored guests in the Medhas' home. I agreed completely!

ntroduction

e beginning your narrative ould draw the der in.

an utobiographical arrative, you ll about your oughts and elings.

Unit 4
Apply & Extend

Writing Workshop (cont.)

Student Model

Analyze model Point out the side notes that draw attention to the features of the narrative. Point out the transition words, such as *when, a month after, after, on Saturday evening, then, next, after we got home.* ***Say:*** *These transition words help the reader follow the events in the order they took place.*

Reading Fluency

Echo Reading Student Model, first four paragraphs

Writing Strategies

Use a graphic organizer Have students use a **Story Map** to help plan their narrative. For this graphic organizer, students tell what will happen at the beginning, in the middle, and at the end. ***Say:*** *If you don't have an entry for one of the columns, then you haven't explained the event well enough. Keep working. After you have filled out your* ***Story Map****, you can begin writing your narrative.*

Reteach and Reassess

Reviw work After students complete their narratives, have them assess their work using the following Self-Evaluation notes.

1. I told my narrative in the first person.
2. I have a beginning, middle, and end in my narrative.
3. I have included enough details in my narrative to make the story clear.
4. I have edited my work for errors.
5. I have written my narrative neatly on clean paper.

Writing Workshop (cont.)

Revise

- **Compare to the model** Have students compare their own drafts to the student model. Tell them to look for transition words that help guide the reader. Suggest that they read their essays aloud so that they can hear where there might be a problem with the logic or clarity.
- **Revise writing to improve organization** *Say: Organization means having your ideas in an order that makes sense. You should reread your narrative until the sentences are in the order that make the most sense. Then look for ways to connect the sentences with transition words.*

Think-Aloud *Say: You have edited your writing before. Think about the ways that worked best. What mistakes did you make on other essays? How can you fix those problems this time around?*

Checklist
Caution reviewers never to write something about someone that they would not like to have written about them or their work. *Say: No one likes to get criticism. When you review someone's work, keep it positive. Don't just write about the problem, give a good solution.*

Editing Checklist
Grammar Review the grammar structures listed on the Revising and Editing Checklist.
A prepositional phrase begins with a preposition such as in, under, around, *or* on.
Appositives are phrases or words that rename something.
Independent clauses are sentences. They stand alone.
Dependent clauses have a subject and a verb, but they cannot stand alone.

Fluency

Reading Revising and Editing Checklist (in Writing Workshop)

Vocabulary
Clarify Explain to students that here, *publish* means "share with others." *Ask: What are some ways you can share your work with others?* (I can read it aloud, send it in a letter, print it, and let my friends read it.)

UNIT 4
Apply & Extend

REVISE

1. Read through your draft. Check to make sure your story is well organized. Did you remember to describe events in the order in which they occurred?
2. Exchange your narrative with a partner. Your partner will use the **Peer Review Checklist** to review your narrative.
3. Revise your draft. Use the **Revising and Editing Checklist.** Remove any details that do not fit in the story. Add information where it is needed.
4. Use the **editing and proofreading symbols** on page 455 to help you mark the changes you need to make.

EDIT

1. Use the **Revising and Editing Checklist** to reevaluate your essay.
2. Fix any errors in grammar, spelling, capitalization, and punctuation.

Peer Review Checklist

1. The writer's description of the custom that he or she participated in was clear and easy to understand.
2. The beginning of the narrative was interesting and made me want to read more.
3. The writer included details that helped me visualize what happened in the story.
4. My favorite part of the story was _____.
5. One part of the story that could be improved was _____.

Revising and Editing Checklist

1. I described the events that took place in chronological order.
2. I included all events that were important to the story.
3. I described how the events made me feel.
4. I used prepositional phrases and appositives.
5. I used independent and dependent clauses.

PUBLISH

1. Write your narrative in your best handwriting or use a computer.
2. Read your narrative to the class. As you tell your story, think about how the tone and pitch of your voice affect the feeling of your story.

Differentiated Instruction • Projects

Scaffolding
Project 4 is an interview about body language. To help students understand the meaning of *body language*, demonstrate some classic examples and ask students to tell what the gesture means: wave your hand (hello or good-bye), bow politely (shows respect), nod your head (yes), shake your head (no), put your hands on your hips with a frown (I am mad.).

Extension
Challenge the students who chose Project 3 to stage the play using students from the class as actors. Use desks, tables, and chairs for props. Suggest ways to use sound effects, music, and narration to embellish the staging.

Projects

Choose one or more of the following projects to explore the theme of cultures and traditions further.

PROJECT 1

Write a Recipe for a Traditional Dish.

1. Choose a traditional dish from your culture. If you need help, ask relatives which dishes are traditional in your culture.
2. Write a recipe for the traditional dish. Be sure to list the ingredients and write detailed instructions for each step in the recipe.
3. Trade recipes with another student. With the help of a parent or guardian, try to cook the other student's recipe at home.

PROJECT 2

Read and Discuss a Play.

1. Go to your school or local library and look for Lensey Namioka's play *Herbal Nightmare*.
2. Read it and take notes about the characters, plot, and setting.
3. Discuss the play with a partner. Point out the similarities and differences between *Herbal Nightmare* and "The All-American Slurp."

PROJECT 3

Research and Write About a Famous Native American Person.

1. Choose a person who played an important role in the history of a Native American nation.
2. Research the person's life using resources in your library and on the Internet. What was the person like? What contributions did he or she make?
3. Write a poem, a descriptive paragraph, or a scene from a play about the person. Make your decision based on how you think you can best portray the person. Write about an important event that the person took part in.
4. Present your poem to the class, or act out your scene with other students.

PROJECT 4

Compare Body Language in Different Cultures.

1. Interview classmates from two different cultures. Ask them questions about gestures and body language in each culture. Think of questions about eye contact, personal space, and the meanings of gestures.
2. Be sure to take notes during the interviews.
3. After the interviews, organize your information using a chart, outline, Venn diagram, or idea web.
4. Write a paragraph that compares and contrasts gestures and body language in different cultures.

Classroom Management

Use outside resources Allow a week or more to complete the projects. Encourage students to visit the library, and if necessary, spend time teaching students how to research information there.

For students who choose project 1, point out that many traditional foods require ingredients that may not be available in a typical American grocery store. Tell students to ask for advice from the writer about where to find all the ingredients.

Reteach and Reassess

Self-evaluation For students who choose Project 2, have them return to the self-evaluation rubric on page 277. Encourage them to use the rubric as they plan their speech. Then afterwards, ask them to tell how they think they did.

Unit 4
Apply & Extend

Projects

PROJECT 1: Write a Recipe for a Traditional Dish.

Choose a recipe Tell students that some recipes are too complicated for this purpose. Others have too many ingredients. ***Say:*** *Choose a recipe that is simple to make. Then after you write the recipe down, try to make the food using the instructions you write. That will help you figure out if you've missed a step along the way.*

PROJECT 2: Read and Discuss a Play.

- **Understand text features** Draw attention to the features of a play. ***Ask:*** *How is a play different from a short story? How is it similar?* Point out the features of a play, such as acts, scenes, cast of characters, dialogue, and stage directions.
- **Analyze appropriateness of literary form** Have students discuss why Lensey Namioka might have chosen to make *Herbal Nightmare* a play and make "The All-American Slurp" a short story. ***Ask:*** *What is the author's purpose for each work? Did the form she chose for each work accomplish that purpose? Why do you think so?*

PROJECT 3: Research and Write About a Famous Native American Person.

Gather details Tell students that as they research, they should look for intriguing information that will make a good poem or play. ***Ask:*** *What one episode in the life of the person would be worth focusing on? What kind of event would my audience be interested?*

Reading Fluency

Repeated Reading Project 3

PROJECT 4: Compare Body Language in Different Cultures.

Organize Supply several graphic organizers for the students to choose from as they plan their project.

Independent Reading

- **Use the library** Tell students that they can find other books that relate to the unit theme by using a library's catalog. Suggest some keywords for performing a successful search, such as Native American folktales, Cinco de Mayo, Mexican holidays, and other holidays.
- **Reading log** Have students add the titles they read to their Reading Log. Have them look back at their progress for the year and assess their list. ***Say:*** *Are you proud of how much you have read? Which of the books on your list do you think you could read again?*

UNIT 4

Apply & Extend

Heinle Reading Library

White Fang by Jack London

In a specially adapted version by Malvina G. Vogel

White Fang is part dog, part wolf and living on his own in Canada's Yukon Territory. First he learns the culture of the wild. Later he is forced to adapt to the world of man. Throughout the novel, White Fang battles both nature and man in order to survive. However, in the end White Fang finds kindness and friendship with a new master.

Independent Reading

Explore the theme of cultures and traditions further by reading one or more of these books.

Cinco de Mayo: A Mexican Holiday about Unity and Pride by James Garcia, Child's World, 2003.

This book tells about how people celebrate the Mexican holiday Cinco de Mayo. The author includes descriptions of how the holiday is celebrated and an explanation of the holiday's history and importance.

Motherland: A Novel by Vineeta Vijayaraghavan, Soho Press, 2001.

Fifteen-year-old Maya's mother sends her back to India to spend the summer. At first she feels out of place. As time passes, she grows close to her grandmother. Maya realizes she must come to terms with her feelings about India, the United States, and her own identity.

Ashanti to Zulu: African Traditions by Margaret Musgrove, Dutton Books, 1992.

This book describes 26 African tribes—one for each letter of the alphabet—and their customs. Illustrations show the people in typical dress, as well as their land, animals, and homes. The book also includes a map of the African continent showing where each tribe lives.

Celebrating a Quinceañera: A Latina's 15th Birthday Celebration by Diane Hoyt-Goldsmith, Holiday House, 2002.

Ten-year-old Ariana helps her cousin Cynthia prepare for her upcoming quinceañera. The book takes a photo-essay approach to telling how this tradition is celebrated. The author explains the importance of the quinceañera and gives translations of Spanish words used in the text.

Rio Grande Stories by Carolyn Meyer, Harcourt, 2001.

As part of a fundraising project for their school, a group of seventh graders from Native American, Hispanic, African, and Anglo cultures in Albuquerque, New Mexico, write a book of stories about their individual cultures and traditions. In the process, they learn more about their heritage.

Milestones to Achievement

Writing: Revise and Edit

Read this rough draft of a student's version of a Native American legend, which may contain errors. Then answer Questions 1 through 4.

How Mole Lost His Sight

(1) In the beginning of the world, people and animals got along well and spent every day together by the river. (2) Everyone respected and enjoyed each other's company, everyone except Mole. (3) He would stay in his hole all day long and build tunnels or look for worms and other bugs to eat.

(4) Many times, when everyone went to sleep in the evening, Mole would wake up. (5) Sometimes he would go to the river. (6) Or he would make more holes. (7) Mole cherished building holes.

(8) Anyone began to wonder why Mole never wanted to spend time with them during the day. (9) One afternoon they asked, "Will Mole ever come out to see us during the day?" (10) They all stood around his hole and called to Mole. (11) Mole poked his head out of his hole. (12) He had never seen the afternoon sun. (13) He cried, "The sun is too bright." (14) At the time, Mole could see quite well, just like everyone else. (15) But because he was not used to the sun, his eyes shrank until they were very small. (16) Today, Mole's eyes are still very small; he can only see changes in light, and not much else.

1 What type of sentence is sentence 1?

A interrogative B declarative
C exclamatory D imperative

2 How can you combine sentences 5 and 6?

A Sometimes he would go to the river or made more holes.
B Sometimes he would go to the river to make more holes.
C Sometimes he would go to make more holes.
D Sometimes he would go to and make more holes.

3 How can you correct sentence 8?

A Change *anyone* to *no one*.
B Change the period to a question mark.
C Change *anyone* to *everyone*.
D Change the period to a semicolon.

4 How can you improve sentence 13?

A Change the period to an exclamation point.
B Change "He cried" to "He said."
C Change the period to a question mark.
D Change "He cried" to "He cried!"

Writing on Demand: Short Story

Write a short story that is a legend explaining a part of nature. You may want to explain why an animal looks the way it does, or why something occurs. Vary the types of sentences you use. **(20 minutes)**

Study Skill

Test-Taking Strategy

When taking tests, students should:

- Read the test directions carefully.
- Ask the teacher to explain any part of the directions they don't understand.
- Examine the entire test to see how long it is.
- Decide how much time to spend on each part of the test.
- Plan to spend the most on the items that count for the most points.
- Answer the easiest questions first.
- Review their answers and make them as complete and accurate as possible.
- Review the test directions to make sure they have answered everything required.

Unit 4
Milestones to Achievement

- **Assessment Book:** Unit 4 Exam
- **Teacher Resources:** *ExamView®*: Unit 4 Exam
- **Milestones Tracker:** Unit 4 Exam
- **Workbook:** Assessment Practice Pages

Writing: Revise and Edit

Edit for conventions Tell students that one way to check for mistakes is to read backwards. ***Say:*** *Your eyes do not see some mistakes if you are reading too quickly. If you read backwards, you can often find errors because you are reading more slowly.*

Reading Fluency

Echo Reading "How Mole Lost His Sight"

Answers
1. B; 2. A, 3. C, 4. A

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Read and interpret writing prompt** Point out the words *short story* which show that the writing will be a fictional narrative.
- **Organize quickly** Tell students to decide the characters, the setting, and the plot of the story quickly *before* beginning to write. Point out the words *nature*, which should influence their decision about setting, and *legend*, which should influence their decision about the plot. ***Say:*** *Legends about nature often include the personification of animals or plants.*
- **Revise** Tell students to reread their work looking for places to improve clarity or to add more details. Suggest adding visual images using descriptive words.
- **Edit** ***Say:*** *Editing is the time to look for misspellings, incorrect punctuation, and incomplete sentences. Read your story again and correct any remaining errors.*

Reading

- **Review pronoun use** Some students may continue to have difficulty with pronoun identification. Remind them that a pronoun is a word that takes the place of another word. Good writers make sure that readers know which noun the pronoun replaces. Offer these examples. ***Ask:*** *What pronoun can replace these nouns?*
  Jack (he/him)
  Jenny (she/her)
  John and Becky (they/them)
  Have students work with a partner. One partner should name a noun. The other student should name the correct pronoun to replace the noun.
- **Review pronoun types** Review the types of pronouns that are causing difficulty for your students. ***Say:*** *A* ***subject pronoun*** *takes the place of the noun and is the subject of the sentence. Subject pronouns are: I, you, he, she, it, we, they.* Have volunteers use subject pronouns correctly in sentences. ***Say:*** *The* ***object*** *pronouns are: me, you, him, her, it, us, them.* Have volunteers use object pronouns correctly in sentences. ***Say:*** *An* ***indefinite pronoun*** *refers to an unspecified person or thing. A few examples are anybody/thing/one, everybody/thing/one, nobody/thing/ one, somebody/thing/one.* Direct students to page 270 in the student book for more information on understanding indefinite pronouns.
- **Identify and reassess author's perspective** Review the signal questions and phrases for author's purpose. ***Ask:*** *What is the narrator's main purpose in this passage? (to tell about Mexico's day when they celebrate independence) What does the writer want you to do? (learn the difference between Cinco de Mayo and Mexico's Independence Day) What was the author's reason for writing this passage?* ***Say:*** *The information in this article is mainly intended to… The author probably wrote this story to…*

  For students who are having trouble identifying the author's perspective, you may want to have them decide if the following sentences represent a fact or an opinion. Remind students that opinions can also be the author's *feelings* about something.

  Many countries around the world have special days when they celebrate their independence from another country. (fact)

Reading

Read this expository text. Then answer Questions 1 through 8.

Independence Day Celebrations

1 Many countries around the world have special days when they celebrate their independence from another country. July 4 is a very important day in the United States; it is when we recognize our independence from England. Many people think that Cinco de Mayo is when Mexico celebrates its independence from Spain. However, Mexican independence is actually celebrated on September 16.

2 Each year on September 16, the Mexican government recognizes the day that the struggle to be independent from Spain began. On this day in 1810, Miguel Hidalgo, a priest in a small community, spoke against the government to a large audience. Hidalgo was of Spanish descent, but grew up in a hacienda, or a large estate, where there were many workers and people of different social classes. Because he could speak several native languages, he was able to communicate with many different people who helped him in gathering support. He asked the community to join him in breaking away from the Mexican government, which was controlled by Spain. At that time, Mexico was a Spanish colony. There was a new king in Spain, and people in Mexico took this opportunity to try to win their independence. Many of the people born in Mexico, even those of Spanish descent, fought against the Spaniards who lived there because they wanted their freedom. Hidalgo led an army and fought in the beginning of the war, but was caught by the Spanish and killed on July 30, 1811. Mexico finally won the war in 1821, 11 years after it began. Mexico was the first of all the Spanish-speaking countries in the Americas to establish political freedom.

3 September 16 is acknowledged and celebrated every year in Mexico. The night before the celebration, the president of Mexico rings the bell and shouts the same words Miguel Hidalgo did in 1810. The next day, the ceremony includes a parade in Mexico City.

2. The most wonderful holiday in the U.S. is Independence Day. (opinion)
3. Because he could speak several native languages, he was the best person to lead the native peoples. (opinion)
4. Because he could speak several native languages, he was able to communicate with many different people. (fact)

Have students identify or underline the words that showed them the author's perspective or opinion in the "opinion" sentences. (2. Most wonderful can't be proven 3. Best one to lead cannot be proven)

Direct students to pages 260–261 in the student book for more information on understanding fact and opinion as well as the author's perspective.

Reading Fluency

Reading Words in Chunks "Independence Day Celebrations"

1 What does the word acknowledged mean in this sentence from paragraph 3?

> September 16 is acknowledged and celebrated every year in Mexico.

A recognized
B talked about
C symbolized
D summarized

2 Read the following sentence from paragraph 3. What does the word ceremony mean?

> The next day, the ceremony includes a parade in Mexico City.

A election
B independence
C game
D event

3 Why is Miguel Hidalgo remembered?

A He was the president of Mexico.
B He fought in the war's last battle.
C He said the important words that started the war.
D He was sent from Spain to fight Mexico.

4 According to the text, what event motivated the people of Mexico to fight for their independence?

A They wanted more Spaniards in the government.
B There was a new king in Spain.
C Miguel Hidalgo wanted to be king.
D The people wanted to have a bigger army.

5 In paragraph 1, what is the author's perspective on celebrating a country's independence?

A The parades are often fun.
B It is something that should be celebrated more often.
C Every country should have an Independence Day.
D These are important days for the people of the country.

6 Based on what you know about the events of the reading, what language does the word hacienda in paragraph 2 come from?

A Portuguese
B English
C Spanish
D Greek

7 Which of the following sentences includes an example of an appositive?

A Miguel Hidalgo, a priest in a small community, spoke against the government to a large audience.
B Mexico was the first of all the Spanish-speaking countries in the Americas to establish political freedom.
C However, Mexican independence is actually celebrated on September 16.
D At that time, Mexico was a Spanish colony.

8 Who does the possessive pronoun their refer to in this sentence from paragraph 2?

> People in Mexico took this opportunity to try to win their independence.

A everyone fighting for independence
B the people of Spain
C people in Mexico
D Miguel Hidalgo's community

Unit 4
Milestones to Achievement

- **Reteach and reassess appositive identification and use** ***Say:*** *An* ***appositive*** *is a noun or phrase that is placed next to another noun to help explain it.* Remind students that they can identify an appositive because it is often set off by commas and has no verb. Encourage students to use appositives in their writing to add information about someone or something.

  Have students finish the following sentences with these appositives:

  1. _____, my English teacher, _____ (Mr. Connors, my English teacher, is never late to school.)
  2. _____, my favorite subject _____ (Math, my favorite subject, is like a puzzle for me.)
  3. The coach of the team, _____, _____. (Mrs, Price, the coach of the team, is tough but fair.)

  Have students create three more sentences containing appositives.

  Direct students to page 243 in the student book for more information on appositives.

- **Review and compare possessive pronouns** ***Say:*** *Possessive pronouns tell who or what something belongs to:* my, your, his, her, its, our, their. *Possessive pronouns take the place of possessive nouns, nouns that end in 's.* Possessive pronouns are: *mine, yours, his, hers, its, ours, theirs.* Have students choose the correct word to complete each sentence:

  1. That notebook is my/mine. (mine)
  2. Our/Ours favorite movie is The Sound of Music. (Our)
  3. Titanic is our/ours. (ours)
  4. Her/Hers sister picked her up at lunchtime. (Her)
  5. That car is their/theirs. (theirs)
  6. That's my dog. It/Its collar fell off when it was lost. (Its)

  Reinforce the idea that it is important to use pronouns carefully in writing so the reader isn't confused.

Answers
1. A, 2. D, 3. C, 4. B, 5. D, 6. C, 7. A, 8. C

UNIT 5 Materials: Chapter 1

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: KWL Chart, Word Web, Vocabulary Log, Two-Column Chart, KWL Chart, Paragraph
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 5, Chapter 1
ExamView Assessment: Unit 5, Chapter 1 Quiz
Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Fluency, Rubric for Writing On Demand

Assessment Book
Unit 5, Chapter 1 Quiz

Milestones Tracker
Unit 5, Chapter 1

Audio Program
CD 3, Tracks 7–8

Student Book
Unit 5, Chapter 1, pp. 286–317
Milestones Handbook, pp. 429–469

Workbook
Unit 5, Chapter 1, pp. 189–208

Independent Practice CD-ROM
Unit 5, Chapter 1

Heinle Reading Library
George Washington, by Marian Leighton

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones C Graphic Reader

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 1		
1	Student Book	Pre-assess 10 MIN. Unit Opener (pp. 286–287) 40 MIN. Explore the Theme (p. 287) 40 MIN. Theme Activity (p. 287) 40 MIN. Chapter Focus Questions (p. 288) 10 MIN.		Echo Reading *Explore the Theme, questions (p.287)
2	Student Book, Workbook	About the Reading (p. 288) 15 MIN. Build Background (p. 289) 40 MIN. Use Prior Knowledge (p. 289) 40 MIN. Vocabulary From the Reading (p. 290) 45 MIN.	Workbook (p. 189)	Paired Reading *Build Background (p. 289)
3	Student Book, Workbook	Academic Vocabulary (p. 291) 45 MIN. Reading Strategy (p. 291) 40 MIN. Text Genre (p. 292) 35 MIN. Meet the Author (p. 292) 20 MIN.	Workbook (p. 190)	Reading Words in Chunks *Meet the Author (p. 292)
4	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 292) 15 MIN. Reading Selection (pp. 293–301) 125 MIN.	Workbook (p. 191)	CD Assisted Reading *"Code Talker," paragraphs 1–5 (pp. 293–294)
5	Student Book, Workbook, Audio Program	Reading Selection (pp. 293–301) 140 MIN.	Workbook (p. 192)	CD Assisted Reading *"Code Talker," paragraphs 44–47 (p. 301)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
6	Student Book, Workbook	Apply the Reading Strategy (p. 302) 45 MIN. Academic Vocabulary (p. 302) 45 MIN. Reading Comprehension Questions (p. 303) 30 MIN. Literary Element (p. 303) 20 MIN.	Workbook (p. 193)	Paired Reading *Literary Element (p. 303)
7	Student Book, Workbook	About the Reading (p. 304) 20 MIN. Build Background (p. 304) 20 MIN. Vocabulary From the Reading (p. 304) 30 MIN. Reading Strategy (p. 305) 40 MIN. Text Genre (p. 305) 30 MIN.	Workbook (pp. 194–196)	Repeated Reading *Text Genre (p. 305)
8	Student Book, Workbook, Audio Program	Meet the Founders (p. 305) 15 MIN. Reading Focus Questions (p. 305) 15 MIN. Reading Selection (pp. 306–308) 90 MIN. Reading Comprehension Questions (p. 309) 20 MIN.	Workbook (p. 197)	CD Assisted Reading *"City Year," paragraphs 1–4 (p. 306)
9	Student Book, Workbook	Spelling (Workbook p. 198) 15 MIN. Writing Conventions (Workbook p. 199) 15 MIN. Connect Readings 1 and 2 (p. 309) 20 MIN. Listening and Speaking (p. 310) 60 MIN. Reading Fluency (pp. 310–311) 30 MIN.	Workbook (pp. 198–199)	Reading Words in Chunks *Listening and Speaking (p. 310)
10	Student Book, Workbook	Vocabulary Development (p. 311) 25 MIN. Grammar (pp. 312–313) 90 MIN. Grammar Expansion (Workbook pp. 203–204) 25 MIN.	Workbook (pp. 200–204)	Paired Reading *Vocabulary Development (p 311)
11	Student Book, Workbook	Writing Assignment (pp. 314–315) 60 MIN. Writing Support (p. 315) 20 MIN. Progress Check (pp. 316–317) 60 MIN.	Workbook (pp. 205–208) Have students study for the Chapter 1 Quiz.	Echo Reading *Student Model, body of letter (p. 314)
12	Assessment Book	Chapter 1 Assessment (Assessment Book, Unit 5, Chapter 1 Quiz) 140 MIN.		Choral Reading *"A Year in the City," paragraphs 1–3 (p. 317)

UNIT 5 Materials: Chapter 2, Apply & Extend, Milestones to Achievement

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Three-Column Chart, Word Web, Vocabulary Log, Two-Column Chart
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 5, Chapter 2
Unit 5 Newsletters
ExamView Assessment: Unit 5, Chapter 2 Quiz
ExamView Assessment: Unit 5 Test
Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 5, Chapter 2 Quiz
Unit 5 Test

Milestones Tracker
Unit 5, Chapter 2

Audio Program
CD 3, Tracks 9–10

Student Book
Unit 5, Chapter 2, pp. 318–343
Unit 5, Apply & Extend, pp. 344–350
Unit 5, Milestones to Achievement, pp. 351–353
Milestones Handbook, pp. 429–469

Workbook
Unit 5, Chapter 2, pp. 209–228

Independent Practice CD-ROM
Unit 5, Chapter 2

Heinle Reading Library
George Washington, by Marian Leighton

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones C Graphic Reader

Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
	CHAPTER 2		
Student Book, Workbook	Chapter Focus Question (p. 318) 10 MIN. About the Reading (p. 318) 15 MIN. Build Background (p. 319) 35 MIN. Use Prior Knowledge (p. 319) 40 MIN. Vocabulary From the Reading (p. 320) 40 MIN	Workbook (p. 209)	Paired Reading *Build Background (p. 319)
Student Book, Workbook	Academic Vocabulary (p. 321) 40 MIN. Reading Strategy (p. 321) 45 MIN. Text Genre (p. 322) 40 MIN. Meet the Author (p. 322) 15 MIN.	Workbook (p. 210)	Repeated Reading *Reading Strategy (p. 321)
Student Book, Workbook, Audio Program	Reading Focus Questions (p. 322) 25 MIN. Reading Selection (pp. 323–327) 115 MIN.	Workbook (p. 211)	CD Assisted Reading *"Community Service," paragraphs 4–7 (pp. 323–324)
Student Book, Workbook, Audio Program	Reading Selection (pp. 323–327) 140 MIN.	Workbook (p. 212)	Use Punctuation and Type Cues *"Community Service," paragraphs 13–16 (pp. 326–327)
Student Book, Workbook	Apply the Reading Strategy (p. 328) 45 MIN. Academic Vocabulary (p. 328) 45 MIN. Reading Comprehension Questions (p. 329) 30 MIN. Text Element (p. 329) 20 MIN.	Workbook (p. 213)	Paired Reading *Text Element (p. 229)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
18	Student Book, Workbook	About the Reading (p. 330) 15 MIN. Build Background (p. 330) 15 MIN. Vocabulary From the Reading (p. 330) 30 MIN. Reading Strategy (p. 331) 30 MIN. Text Genre (p. 331) 30 MIN. Meet the Author (p. 331) 20 MIN.	Workbook (pp. 214–216)	Reading Words in Chunks *Build Background (p. 330)
19	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 331) 15 MIN. Reading Selection (pp. 332–334) 105 MIN. Reading Comprehension Questions (p. 335) 20 MIN.	Workbook (p. 217)	Echo Reading *"Inaugural Address," paragraphs 7–10 (p. 334)
20	Student Book, Workbook	Spelling (Workbook p. 218) 15 MIN. Writing Conventions (Workbook p. 219) 15 MIN. Connect Readings 1 and 2 (p. 335) 20 MIN. Listening and Speaking (p. 336) 60 MIN. Reading Fluency (p. 337) 30 MIN.	Workbook (pp. 218–219)	Repeated Reading *Listening and Speaking (p. 336)
21	Student Book, Workbook	Vocabulary Development (p. 337) 25 MIN. Grammar (pp. 338–339) 90 MIN. Grammar Expansion (Workbook pp. 223–224) 25 MIN.	Workbook (pp.220–222; 223–224)	Reading Words in Chunks *Vocabulary Development (p. 337)
22	Student Book, Workbook	Writing Assignment (pp. 340–341) 60 MIN. Writing Support (p. 341) 20 MIN. Progress Check (pp. 342–343) 60 MIN.	Workbook (pp. 225–228) Have students study for the Chapter 2 Quiz.	Echo Reading *Student Model (p. 340)
23	Assessment Book	Chapter 2 Assessment (Assessment Book, Unit 5, Chapter 2 Quiz) 140 MIN.		Paired Reading *"The Peace Corps," paragraphs 1–3 (p. 343)
		APPLY & EXTEND		
24	Student Book, Workbook	Listening and Speaking Workshop (pp. 344–345) 120 MIN. Media Workshop (p. 345) 20 MIN.	Prepare Media Workshop (Student Book p. 345)	Repeated Reading *Media Workshop (p. 345)
25	Student Book, Workbook	Media Workshop (p. 345) 120 MIN. Writing Workshop (pp. 346–348) 20 MIN.	Prepare Writing Workshop (Student Book pp. 346–348)	Paired Reading *Student Model (p.347)
26	Student Book, Workbook	Writing Workshop (pp.346–348) 120 MIN. Projects (p. 349) 20 MIN.	Prepare Project (Student Book p. 349)	Echo Reading *Revising and Editing Checklist (p. 348)
27	Student Book, Workbook	Projects (p. 349) 140 MIN.		Choral Reading *Project 2 (p. 349)
28	Student Book, Workbook	Milestones to Achievement (pp. 351–353) 110 MIN. Review 30 MIN.	Have students study for the Unit 5 Test.	Repeated Reading *Business letter (p. 351)
29	Assessment Book	Unit 5 Assessment (Assessment Book, Unit 5 Test) 140 MIN.		Echo Reading "A Day to Volunteer" (p. 352)

UNIT 5
Preview the Unit

Preteach and Prepare

Preteach

Preview Ask questions to get students thinking about making a difference. ***Ask:*** *What does it mean to make a difference? What changes can you make in your life? Who can you help?*

Vocabulary

- **Build background** Have students make a list of people who have made a difference in their lives. Discuss what those people did and why these people made an impact on them. ***Ask:*** *What words would you use to describe these people?* (kind, giving, helpful, unselfish)
- **View the picture** Use the picture to discuss the ways people can help others. ***Ask:*** *What are the people doing in the pictures?* (serving soup and sandwiches, building a house, pushing a man in a wheelchair) *Who do you think they are helping?* (the poor, people who need a home, the elderly)

Discuss the present, past, and future perfect tenses. ***Say:*** *The present perfect uses has and have before the verb* (has been, have made, has created); *past perfect includes phrases such as* had been, had helped, *and* had given; *the future perfect tense uses* will have seen, will have read).

the Image

Explain the words *volunteer* (someone who gives their time to help without being paid) and *community* (a group of people who live or work in the same area). Have students write sentences: *My mother volunteers at the hospital. People from all over the world live in this community.*

- **Personal experience** Have students discuss the people in the pictures. ***Ask:*** *What do you think the people in the pictures are feeling? Do they look upset or angry? Why do you think they look happy?*



Differentiated Instruction • Explore the Theme

Scaffolding

To help students understand the theme of "Making a Difference," have them think about historical figures who have had an impact on the world. ***Say:*** *Many people have worked to make the world better. Martin Luther King, Jr. fought for civil rights in this country. Mohandas Gandhi led the independence movement in India.* Have students think of other historical figures. Discuss what they did to "make a difference." Ask students to choose one of these people, and write a list of qualities describing them.

Extension

Have students think about a historical figure that they admire. Ask them to find out what that person did and how it made a difference in the world. Have them write a paragraph describing what they think the world would be like if that person had not acted for change. Have as many students as possible share the person they admire and their ideas about how the world would be different without them.

Making a Difference

UNIT 5

Explore the Theme

1. **Making a difference** means doing something positive for another person or other people. How do the people in the images show they are **making a difference**? Describe what is happening in each of the pictures.
2. What do you do in your life to **make a difference** in the lives of others?

Theme Activity

With a partner, think of some services that your school offers. Then brainstorm ideas for new services that could be offered to students and to people in the community. Complete the chart below, then share your ideas with your classmates.

Service to Students	Service to Community



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Home Connection

Making connections Have students think about the people who have made a difference in their lives. They could be friends or family members, or members of the community. Ask them to think of how their lives would change if those people were not in their lives. Ask them to write a thank-you letter expressing what that person has done for them and why they are grateful. Encourage students to share their thank-you letters with the person for whom they are written.

Writing Strategies

Content connection Ask students to write a paragraph about a person they admire. Have them make a list of traits about this person. Explain that their notes can help them as they compose their writing. They can use the notes to include personality traits and events in the person's life. They can use them to list the things that person has done, so they will not forget them when writing. Tell students that they do not have to use everything on their notes. Remind them that every paragraph has a topic sentence and supporting details.

UNIT 5 Preview the Unit

Explore the Theme

- **Teacher Resources:** Graphic Organizers: KWL Chart
- **Teacher Think-Aloud** ***Say:*** *What do I know about people who serve the community? A community is a group of people who live or work in the same place. They can be a group of people who enjoy the same things, such as the video game community. A community can be as small as a handful of people, and as large as a country, or even the entire world.*
- **Graphic organizer** Use a **KWL Chart** to determine what students already know about people who have done things that help students and the community. Have them think about the people that they see every day in and out of school, and think about how each person makes a difference in their day.

Reading Fluency

Echo Reading Explore the Theme questions.

Explore the Theme Sample Answers

1. They are volunteers. They are serving food to people who need a good meal. Maybe they are building a house for someone who lost his or her house. She is helping an older man in a wheelchair.
2. Answers will vary. Sample answers: To Students: I help people study. I keep the classroom clean. I am on the party committee. To Community: I collect money for charity. I visit people in a local nursing home.

Theme Activity

- **Preteach vocabulary** Preteach words that students might need to describe someone who makes a difference (volunteer, duty, aide, helpful, charity, etc.).
- **Relate to personal experience** Have student volunteers describe or share information about one person who helps them every day using this sentence frame: *I am going to tell you about ___. ___ helps me by ___.*

Theme Activity Sample Answers

Answers may vary.

Unit 5 • Chapter 1
Before Reading 1

Objectives

Reading Strategies
Comprehension skills ***Say:*** *Creating a mental image means picturing something in your mind.* Tell students to create a mental image of a person who helps others, then describe it. ***Ask:*** *Who did you visualize? What was that person doing? Who was that person helping?*

Listening and Speaking
Build background ***Ask:*** *What is a discussion?* (A discussion happens when more than one person talks about a topic.) ***Ask:*** *What topic would you discuss with your friends?* (favorite music, class work, family, etc.) *What kind of tone do you use in this type of discussion?* (friendly)

Grammar
Form and usage Write these sentences on the board and help students identify the verbs:

1. She has been helping him. (has been helping)
2. He had lifted the tools. (had lifted)
3. They will have finished the soup by this afternoon. (will have finished)

Writing
Say: *We will learn how to write a business letter.* ***Ask:*** *What would you need to write a business letter?*

Assessment
Write the following idioms on the board: *taking candy from a baby; in hot water; raining cats and dogs.* Guide students to understand that the words are not meant literally. To be like taking candy from a baby means something is easy. To be in hot water means to be in trouble. Raining cats and dogs means the rain is pouring.

Assessment
Select items from the **Assessment Program** or the **Teacher Resource CD-ROM** with *ExamView®*.

Focus Question

Relevant Questions
Say: *A reward is something you get for doing something. The first question asks what you get when you help someone. The second question asks if the reward is worth it.* ***Ask:*** *What do you feel when you do something helpful?* (I feel good when I help out.)

Reading

Historical context Explain that World War II was fought from 1939 to 1945 and that Great Britain, France, the United States, China, and other allies fought against Germany, Italy, and Japan.

CHAPTER 1

Objectives

Reading Strategies
Describe mental images; Analyze text evidence

Listening and Speaking
Have a discussion

Grammar
Use present, past, and future perfect tenses

Writing
Write a business letter

Academic Vocabulary

image	attitude
	reveal

Academic Content
Navajo code talkers in World War II
Community service in the United States

Chapter Focus Questions
What kind of reward do you get when you help someone in need? Is the reward worth the effort?

Reading 1 Literature
Novel (excerpt)
CODE TALKER
by Joseph Bruchac

Reading 2 Content: Social Studies
Brochure
CITY YEAR

CODE TALKER

About the Reading
Many languages were spoken on the battlefields during World War II, including English, French, and Russian. In this excerpt from a novel you will learn how a Native American language, Navajo, played an important part in helping the Allies win the war.



A Navajo woman and girl in Monument Valley, Arizona

Differentiated Instruction • Use Prior Knowledge

Scaffolding
Ask students to think about what the word *honor* means. (a reward, respect, to show gratefulness for something, an award for an accomplishment.) ***Say:*** *In this passage, the word* honors *means an award for the highest grades at boot camp. But honor can mean other things. We honor our parents by showing them respect. To get a prize for something we did well is a great honor. When we agree to be on our best behavior even when no one is looking, we are acting on our honor.* Have students tell about a time that they received an honor from someone. It could be as simple as being allowed to touch a prized possession.

Extension
Have students talk about times when they have shown that they honor someone. (Sample answer: I show that I honor my parents by respecting their rules. When I help an elderly person, I am showing that I honor them.) ***Say:*** *Honor is about showing respect. Showing respect for one another helps us to live in a community.* ***Ask:*** *Why is it good to show honor or respect to the people in your life?*

Build Background

Navajo Language

The narrator of *Code Talker* is a Navajo man who grew up speaking Navajo, a Native American language. The Navajo are the largest Native American tribe in the United States. Today there are approximately 150,000 speakers of Navajo; many speak English as well. The Navajo language is very complex. Many words have different meanings depending on the tones of the different parts of the word.

To the right is a photo of a code talker, one of the many Navajos who made a difference by serving in the Marine Corps during World War II and using the Navajo language to help win the war.



Dr. Samuel Billison speaking about his experience as a code talker

Use Prior Knowledge

Try to Break a Code



A code is a kind of system that changes a word or message into a form that cannot be easily understood. Codes come in all kinds of forms. Morse code, for example, is a system of dots and dashes that allows a telegraph machine, like the one shown here, to send and receive messages from far away. You can build or break a code by using your knowledge of language and numbers.

Look at the chart below. Can you use the alphabet and numbers from 0 to 9 to break the code and translate the phrases?

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
0			3	4		6	7	8			b	c		e	f			B	C	D	E	F		H	

1. C78B c4BB064
2. 8B FA8CC4d
3. 8d 0d 40BH
4. 2e34 Ce 1A40a.

Cultural Connection

Traditions Explain that in every culture, there are people to look up to. Have students discuss their cultural heroes. ***Ask:*** *How did they show their courage?* Group students that have a similar culture in common and have them prepare a brief speech about someone. They should explain who the person is, why he or she is a hero, and what the group thinks about this person.

Language Transfer and Interference

Additional practice Review the silent /h/ sound with students. For students who speak Spanish, remind them that this is the same in their languages. Write the word *honor* on the board. As you pronounce it, run your finger under the letters. ***Say:*** *In this word the "h" is silent. We do not pronounce it.*

Build Background

Navajo Language

- **Pre-assess** Determine what students already know about the Navajo or Native Americans. ***Say:*** *Native Americans are the first people who lived in the United States. There are many different groups of Native Americans. Navajo is one of them.*
- **Teach** Explain that at the time of World War II, the Navajo language was especially difficult to learn because it was not a written language. It was only spoken. The Navajo Marines were asked to develop a set of words to go with each letter of the English language. When they spoke to other Navajo Marines, they were not speaking in sentences. They were using words in ways that were impossible for anyone else to understand. This is one kind of code.

Reading Fluency

Paired Reading Build Background

Use Prior Knowledge

Try to Break a Code

- **Preview** ***Say:*** *Prior knowledge is something that you already know. Using your prior knowledge will help you understand new information when you read.*
- **Prepare** ***Say:*** *A code is a way of sending a secret message. It uses numbers, letters, or words to represent the words in the message. The idiom "to break a code" means to solve, or figure out, its meaning.*

Use Prior Knowledge Answers

Complete chart:

A	B	C	D	E	F	
0	1	2	3	4	5	
G	**H**	**I**	**J**	**K**	**L**	**M**
6	7	8	9	a	b	c
N	**O**	**P**	**Q**	**R**	**S**	
d	e	f	g	A	B	
T	**U**	**V**	**W**	**X**	**Y**	**Z**
C	D	E	F	G	H	I

1. (This message) 2. (is written)
3. (in an easy) 4. (code to break.)

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
See Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections
accomplish *(attain, finish, fulfill, realize, produce)*
destination *(ambition, haven, intention, objective, purpose)*
emphasize *(place importance on, point out, highlight, call attention to)*
escort *(attendant, bodyguard, guard, partner, protector)*
stunned *(amazed, dazed, overcome, overpowered, surprised)*

Have students use a **Word Web** to understand Word Connections.

Recognition Have students identify the roots of these Key Vocabulary words: *stunned* (stun) and *destination* (destiny).

Vocabulary The Key Vocabulary words are highlighted throughout the chapter so students can easily find them and explore the context in which they are used. ***Say:*** *Use the words surrounding the Key Vocabulary word, or context, to help determine its meaning.*

Personal experience Ask volunteers to describe something they have accomplished, a *destination they have visited*, or an event that *stunned* them. They should describe the situation so that others can understand why they were so impressed. Encourage listeners to ask questions.

Learn Vocabulary Answers
accomplish (finish or achieve); destination (a place where one is going or something is sent); escort (to go with another as a guide, guard, or partner); stunned (surprised or shocked; made speechless); emphasize (to place importance on)

Practice Vocabulary Answers
1. E 2. A 3. B 4. C 5. D

Use Vocabulary Independently
Answers will vary.

Checkpoint Sample Answers
1. Answers will vary. Student may choose exotic destinations or places related to activities that they enjoy.
2. Sample answer: I would choose to go to Mexico.
2. Answers will vary. Sample answer: I need to finish my homework and save money.

Before Reading 1

Key Vocabulary
- accomplish
- destination
- emphasize
- escort
- stunned

Vocabulary From the Reading
Learn, Practice, and Use Independently

Learn Vocabulary Use the context to determine the meaning of each Key Vocabulary word.

Graduating from high school was an important goal for me to **accomplish**. My next **destination** was college. When I went to visit one university, they had an **escort** give me a tour of the campus. I was **stunned** to see the size of the school! The counselor **emphasized** the importance of grades. I knew this would not be a problem for me; I study all the time.

Practice Vocabulary Match each Key Vocabulary word to the correct definition.

1. **escort**
2. **stunned**
3. **destination**
4. **emphasize**
5. **accomplish**

a. surprised or shocked; made speechless
b. place importance on
c. one who goes along with someone as a guide or companion
d. finish or achieve
e. place where someone is going or being sent

Use Vocabulary Independently Write a paragraph that uses each of the Key Vocabulary words.

Checkpoint
1. If you could go on a vacation today, what **destination** would you choose?
2. What do you need to **accomplish** this week?

Vocabulary Log | Workbook page 189 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary for the Reading Strategy

Scaffolding
Hand out magazines or newspapers. Have students work in groups and cut out photos that illustrate the words: *accomplish*, *destination*, *emphasize*, *escort*, and *stunned*. With students, create posters with the photos and vocabulary words. Post them as a reference.

Extension
Write each Key Vocabulary word on a note card and give the note cards to pairs of students. Have one student hold the cards and show one to a partner without looking at the word. The partner then describes the word. For example, "*We went to the Grand Canyon. It was our last stop on vacation.*" The student holding the card then says, "*destination.*" Both students should practice figuring out the word and creating sentences to illustrate the Key Vocabulary.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
image *noun*	a mental picture of someone or something	When I think of my grandfather, the **image** of his kind and caring face comes to mind.	

Draw a picture and write a sentence for the word.

Reading Strategy

Describe Mental Images

Many stories include words that help you to make mental pictures as you read. When you create an **image** of the details you read about, it helps you to understand and remember what you have read.

Creating mental **images** allows readers to use all their senses to imagine the details in a story. You can create an **image** of how something sounds, smells, feels, or even tastes.

As you read, note the vivid details in the story. Use all your senses to create those details in your mind. When you finish, you will describe those **images** in the chart shown here.

Detail From the Story	Image

Checkpoint

1. What is an **image**?
2. How can a reader create mental **images** while reading?

Vocabulary Log · Workbook page 190 · Independent Practice CD-ROM/Online

Listening and Speaking Strategies

Be descriptive Get students talking about their favorite destination by first describing a favorite destination of your own. Then have students describe their favorite destination using adjectives so their audience senses the sights, sounds, and smells of the location. Then have students tell why this is their favorite destination. Have students bring in photos or illustrate this destination.

Writing Strategies

Making connections Using the photos or illustrations of their favorite destination, have students write a paragraph that describes it. Explain that their purpose is to express their preference to others so that they understand why this place is the student's favorite. Have students organize their thoughts by writing descriptive words about the place and listing emotions they feel about it first. Then have them use that information to write their paragraph. Ask volunteers to share their pictures and paragraphs with the class.

Unit 5 • Chapter 1 Before Reading 1

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Two-Column Chart, Vocabulary Log

Word Connections

image *(representation, appearance, reflection, reproduction)*

- **Graphic organizer** Have students use **Two-column Charts** to explore how a detail from the story presents an image to the reader.
- **Vocabulary development** Ask students to visualize something they do each night. Then have them describe it. For example, "*I have dinner with my family. We are all at the table eating and talking about our day. The food is warm and smells are great. The lights are on because it is late and it is dark. Music is playing on the stereo.*"
- **Paired discussion** Have students work in pairs to compare their drawings and sentences.

Reading Strategy

Describe Mental Images

- **Preteach** Review strategies students can use as they read. ***Ask:*** *When someone tells you a story, what do you picture in your head?* (the details the person is describing) *How do you know you are picturing the right thing?* (I use their descriptive words to shape my mental image.)
- **Teacher modeling** Tell a brief story about something memorable that happened to you. Describe what you saw, what you did, and what people were nearby. Fill in the left column of the chart on page 291 with some of the details from your story. ***Ask:*** *Where was I when this happened? What was around me? Can you describe one of the people I saw?* Have students assist you to fill in the right column of the chart with the images they got from your story. Ask students to work independently to complete another chart about something memorable that happened to them.

Checkpoint Sample Answers

1. An image is a picture in the mind based on details from a story.
2. A reader can create mental images about the details they read in a book by using their senses such as sight, hearing, touch, taste, or smell.

Text Genre

Novel

- **Preteach vocabulary:** ***Say:*** *A novel is a long work of fiction. We are going to read an excerpt, a small part of the novel. An excerpt has all the elements of a novel, including a narrator, setting, and dialogue.*
- **Apply** Ask students to name some books they have read. Then ask them to describe the narrator, setting, and the intended audience. ***Ask:*** *Who is the narrator of this story? Where and when does the story take place? Who do you think would read a story like this one?*

Meet the Author

Joseph Bruchac

- **Explain author background** Joseph Bruchac is a Native American writer and storyteller from the Abenaki tribe. His work takes him throughout the United States and as far away as Europe. He discusses Native American culture and does presentations at schools throughout the United States as a visiting author.
- Ask students to find the Adirondack Mountains on a map.

Fluency

Words in Chunks Meet the Author

Focus Questions

Think-Aloud ***Ask:*** *Why does Bruchac write about Native American culture?* ***Say:*** *I think he has a lot of knowledge and interest in this culture.* ***Ask:*** *Why does he write about World War II?* ***Say:*** *I imagine it interested him because Native American people made a very important contribution to that war.*

Reading Focus Questions Sample Answers
1. This story made a difference in the world to win the war because of their code.
2. He may have been interested in the story because of his Native American heritage. He may want the Navajo code talkers to be recognized for their heroic job during World War II.
3. It is important to read and listen to stories because there are lessons to learn. The WWII generation has many exciting and interesting stories to offer.

Checkpoint Sample Answers
1. A novel is a long fictional story. It has a narrator and a setting. Usually it has dialogue.
2. The narrator tells the story.

Before Reading 1

Text Genre

Novel

Build Your Knowledge

Look for clues that tell you who the narrator of the novel is. Is it a first-person or a third-person narrative? What is his or her role in the story?

A **novel** is a long work of fiction. The characters and events in a novel are usually created by the author. Most novels share the features below.

narrator	character or voice that tells a story
setting	where and when a story takes place
dialogue	the words that the characters speak; the words are in quotation marks ("...")

Meet the Author



Joseph Bruchac is a writer and a professional storyteller. He has written novels, nonfiction books, and picture books for his youngest audience. As a storyteller, Bruchac combines his knowledge of his own Native American culture with traditional tales and music, using flutes and drums in presentations across the United States. This award-winning author lives with his wife in the Adirondack Mountains of New York.

Reading Focus Questions

As you read, think about these questions.

1. How does this reading connect to the theme of "making a difference"? Explain.
2. Why do you think Bruchac wrote about the code talkers?
3. Do you think it is important to read and listen to stories about historical events? Why or why not?

Checkpoint

1. What is a **novel**?
2. In a novel, who tells the story?

Workbook page 191
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Have students think about stories they have chosen to read. Use a **Two-Column Chart** with the headings "Chosen For" and "Audience" ***Ask:*** *Why did you choose to read that novel? Was it a subject you were interested in? Was the main character or narrator your age? Did someone recommend that book to you? Was it written about a place that you like?* Fill in the first column with the reasons students chose the book they did. ***Ask:*** *Did you enjoy the book? Who do you think the author wrote the story for? What makes you think that?* Record the students' answers in the second column.

Extension

Ask students to think of stories they have read. Have them think about another student in the class who might enjoy that story. Then have them write a brief summary of the story and explain why they think the student would enjoy it. Ask volunteers to share their recommendations with the class and tell who they are recommending the book to. Ask people if the summary makes them interested in the book. Allow time for them to explain their opinions.

Reading 1
Literature

CODE TALKER

by Joseph Bruchac

1 "297th. Pack your gear. You're **shipping out**."

2 That is what the **sergeant** barked into our **barracks** the day after our graduation photo was taken.

3 That was the last thing we had expected. It was Sunday. All of the non-Indian Marines who had been in **boot camp** with us were leaving on **furloughs**. They were laughing and joking with each other as they headed for the gate to see friends and family or just go into town and have fun. But not us Navajos.

4 Some of those lucky guys, like my friend Georgia Boy, waved to us as our bus roared through the gate. I smiled and waved back at him, but my smile was an uncertain one. Why were we sixty-seven Indians being sent out this way, to some **destination** no one would tell us about? Were we finally going to begin that important but secret task only we Navajos would **accomplish**? Or was this some kind of punishment?

Reading Strategy

Describe Mental Images Visualize the barracks the Marines lived in. Describe the **image** that comes to mind.



Reading Check

1. **Recall facts** Who is Georgia Boy?
2. **Make inferences** Why was the narrator's smile an uncertain one?
3. **Identify** Identify three facts about the narrator.

shipping out leaving; being sent to another location
sergeant lower-level officer in the Marines
barracks buildings where soldiers live and train
boot camp a military training facility for new recruits
furloughs military vacations

Writing Strategies

State reasons As students write their summaries and recommendations, remind them to focus on two or three reasons that they feel the book should be recommended to a particular student. Suggest that if they write these reasons first, it will help them to focus their writing, so they can return to their reasons as they write. They can also refer to their reasons as they are writing in order to find comparisons between elements of the text and things that the student is interested in that will make him or her enjoy the book.

Home Connection

Deliver oral summary Ask students to discuss favorite stories with their family or caregivers at home. Have them describe a book that they enjoyed and why. Have them ask the other person to tell the student about a book or a story that they think the student will enjoy. Students can describe the stories that were recommended to them in the next class. Ask them to tell if the story interests them. Ask if they think they plan to read the story that was recommended to them. Have them tell why or why not.

Unit 5 • Chapter 1
Reading 1: Literature

Code Talker, excerpted from the novel *Code Talker: A Novel About the Navajo Marines of World War II* by Joseph Bruchac. Copyright 2005 by Joseph Bruchac. Excerpted and reprinted by permission of Dial Books for Young Readers, A Division of Penguin Young Readers Group, A Member of Penguin Group (USA) Inc. **Student Edition pages:** 293–301; **Description of change:** excerpted portion of novel; **Rationale:** fit

Read the Selection

CD #, Track # (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Tapping reading** Begin reading aloud. As you continue to read, tap a student on the shoulder. That student joins you in reading and only stops when you tap another student on the shoulder and they join in. Continue tapping students until as many students as possible have a chance to read.
- **Preview vocabulary** ***Say:*** *In this excerpt, the author uses the terms "Indian" to mean "Native American." The terms "Indian" and "American Indian" were used during the time that this story takes place.*

Reading Fluency

CD Assisted Reading *Code Talker*, paragraphs 1–5

Reading Strategy

Describe mental images Look at the picture with students. If any students know about rank in the military, encourage them to describe it. If not, let students know that there are ranks in the military. A soldier takes orders from a person with a higher rank.

Reading Strategy Sample Answer
Some students will imagine a long building with many beds and little other furniture.

Reading Check Answers
1. Georgia Boy is a friend of the narrator in the Marines. He is not a Navajo, and he is leaving with fellow soldiers on a bus on furlough.
2. He was unsure why his group of Navajos was being separated from his other Marine friends.
3. He is a Navajo, a recent graduate of boot camp, and he is feeling uncertain about having to ship out to an unknown destination.

Read the Selection

- **Preteach vocabulary** Explain the boldfaced words: *private* (a soldier with the lowest rank in the Marines), *roll call* (when a person of authority calls out a list of names to determine if all are present), *rounded up* (gathered together), and *quick-marched* (made to march or walk quickly).
- **Echo reading** Read sections of the text, and have students reread the section after you.
- **Dramatize** Have students act out what happens on page 294. Have one of them be the escort sergeant, and a small group show the reaction of the narrator and the other Navajo recruits. Discuss with the class how the recruits might have felt. Remind the students playing the Navajo recruits that since most of them do not have dialogue, they have to show their emotions clearly with facial expressions and gestures.
- **Vocabulary development** Point out the [illegible] in dark type. Tell students that they should try to figure out the meaning of each [illegible] looking at the other words around it. This is using context to figure out a word's meaning. Then they can check the definitions at the bottom of the page. Have students [illegible] original sentences with the words. For [illegible] *Going on furlough was probably [illegible] narrator really wanted to do."*

Reading Strategy

[illegible]mental images In the text, [illegible] narrator says, "In military language, [illegible]ndchildren..." Ask students to tell what they think of when they read this section. Does it make them think of an old man telling a story to a group of seated children? Ask them if they think the author was only writing this story for [illegible] grandchildren. (no) Then why would the [illegible] the word *grandchildren* to describe all [illegible] (The author might have wanted to [illegible] context to the story.)

Reading Strategy Sample Answers
[illegible] older man in a comfortable chair, surrounded by [illegible], some sitting on the floor at his feet, [illegible] to his story.

5 Our trip wasn't long at all. They took us to Camp Elliott, a little north of San Diego. We were checked into our new barracks without a word of explanation about what we were going to do there. I didn't sleep well at all that night. At 7:00 the next morning, several non-coms, who were to be our **escorts**, arrived at our barracks. In military language, grandchildren, a "non-com" is a non-commissioned officer, anyone above the rank of a **private**, but no higher than a sergeant. We were lined up, put through **roll call**, and then marched off to breakfast. I could hardly eat and a lot of the other guys were just as nervous as I was, picking at their food. As soon as we had finished, we were **rounded up** again and **quick-marched** to a building with bars on all the windows and a strong door that our **escorts** unlocked and opened.

Reading Strategy
Describe Mental Images The narrator speaks directly to his grandchildren as he tells his story. Describe the **image** that comes to mind when you think about this moment.

6 "Inside," the **escort** sergeant barked.

7 "Ah, they are taking us to jail," Henry Bahe whispered to me just before we went through the door.

8 He meant it as a joke, but I didn't laugh. My heart was beating faster. What was happening?

9 As soon as we were all inside, the **escort** sergeant shut the barred door and locked it behind him, leaving the rest of the Marines who had **escorted** us outside on guard. Then he led us down a long hall to another locked door.



private enlisted person with the lowest rank in the Marines
roll call calling out the list of names to determine who is present and absent
rounded up gathered
quick-marched made to march or walk quickly

Differentiated Instruction • Reading Comprehension

Scaffolding

Reread paragraph 5 aloud to students as they close their eyes and visualize the scene. ***Say:*** *Listen as I read. Use the words you hear to tell how the Navajo troops feel.* Then have students write down the words that describe the recruits' feelings. For example, *didn't sleep well, could hardly eat, nervous.* ***Ask:*** *How do the troops feel in this scene?* (nervous, scared)

Extension

Discuss other story elements that show more reasons the troops would have been nervous. ***Say:*** *The author uses sounds and images to help us share the soldiers' feelings. For example, he describes how they were "lined up," "marched out," and "rounded up." These details create images that help you understand why the soldiers felt nervous.* ***Ask:*** *What other sounds and images in the passage help to illustrate why the troops may have been nervous?* (bars on all the windows; shut and barred the door; other Marines outside on guard)

10 It opened to a classroom, much like the ones I had sat in for endless hours at Indian **boarding school.** The blackboards, the rough wooden floor, the uncomfortable-looking chairs were almost exactly the same. Our **escort**—who had not set foot into the room—shut the door and once again I heard the sound of a lock clicking.

11 All that had happened to that point was strange, grandchildren, but it was not as strange as the words I then heard spoken to us from the front of the classroom.

12 "Be quiet. Be seated."

13 All of us Navajos turned immediately to look. Those words had been spoken in our native language! There, at the front of the class stood two Navajo men wearing the uniforms of Marines. One of them I recognized at once. It was Johnny Manuelito.

14 "This is Corporal Johnny Manuelito. I am Corporal John Benally," said the second Navajo man who stood in front of us, speaking in English. "We will be your instructors."

15 I was **stunned.** The idea of a Navajo being a teacher was new to me. Yes, grandchildren, I know that many of your teachers are Navajos now. But it was different back then.

Reading Strategy

Describe Mental Images What image comes to mind when you visualize the classroom?



Reading Check

1. **Recall facts** What were the first words that the narrator heard in the top-secret classroom?
2. **Explain** Why were those first words so surprising to the narrator?
3. **Make inferences** Why did it surprise the narrator to find Navajo teachers in the classroom?

boarding school school where students live for the academic year

Social Studies Connection

Relate to personal experience Have groups of students discuss times that they have been nervous. ***Ask:*** *How did you feel the first day you came to school?* Ask them to describe some of the things that made them feel nervous. It may have been the first time they had to take a school bus alone. Maybe they didn't understand English well enough to ask questions yet. Ask them to tell what might have made them feel more comfortable.

Language Transfer and Interference

Phonological features of English Point out the words *language* and *guard* in the text. Write both on the board and underline the letters *ua* in both words. Say the words slowly, so that students can hear the difference between the letters *ua* in *language* and the *ua* in guard. Explain that in English, letters may have different sounds. In this case, the word *guard* is irregular, and students will need practice until they are familiar with the way it is pronounced.

Read the Selection

- **Preteach vocabulary** Point out the phrase *boarding school* on page 295. Ask students to look at the words separately. Think about what they might mean. Explain that *boarding* can mean a place to sleep. Guide them to understand that a *boarding school* is a school where students live throughout the school year.
- **Interpret the image** ***Ask:*** *What is the picture showing?* (wooden chairs with desks attached, a blackboard) *What is the picture of?* (a classroom)
- **Teacher read aloud** Read the text beginning on page 295. Have students follow along in their books. Ask them to raise their hands if they come to a word they do not understand. Pause to explain difficult words to them.
- **Vocabulary development** Point out the word *endless* at the top of page 295. Have students break the word into its two syllables, *end* and *less.* Ask them to think about what the words mean. (something with no end) ***Ask:*** *How does breaking the word into two parts help you to understand it?*

Reading Strategy

Describe mental images Ask students to reread the text describing the classroom. Have them close their eyes and imagine what this classroom looked like. ***Ask:*** *Was it warm and welcoming? Was it an attractive place? What objects do you see in your "mind's eye"?*

Reading Strategy Sample Answers
A blackboard, rough bare floor, old-fashioned desk chairs

Reading Check Answers
1. The first words spoken in the classroom were "Be quiet. Be seated."
2. The words were surprising because they were spoken in Navajo, which is spoken by very few people.
3. At that time, very few Navajos became teachers of Navajo children or higher-ranking officers in the Marines.

Read the Selection

- **Preteach vocabulary** Explain that the italicized words are Navajo words. That is why the author put them in italics. Explain that students will find out what they mean on the following page.
- **Cooperative reading** Have students work in small groups and divide the reading section equally among the group. Each student begins reading when it is his or her turn.
- **Interpret the image** ***Ask:*** *What are these materials?* (a paper and pencil) *Where do you use materials like this?* (at school) *What are these materials used for?* (writing)

Reading Strategy

Describe mental images The narrator reveals that his nickname is Ant. ***Ask:*** *What words might describe an ant?* (small, hardworking, busy, strong) Write students' suggestions on the board. ***Ask:*** *Do you think these adjectives about ants describe the narrator?* Ask them to explain their opinions.

Reading Strategy Sample Answer
The narrator is a smaller man or was small as a child; this characteristic probably earned him the nickname Ant.

16 Johnny Manuelito and John Benally passed out pencils and blank sheets of paper and then went to the front of the room by the blackboards. I was so amazed by all that was happening that I do not recall being handed a pencil and paper, but somehow I found them in my hands.

17 "Follow our instructions exactly," Johnny Manuelito said. "We will speak words in Navajo. You must write down those same words on your paper in English." He turned toward John Benally, who held a piece of chalk in one hand and an eraser in the other.

Reading Strategy
Describe Mental Images According to this paragraph, the narrator's nickname is Ant. Visualize the narrator, and explain why you think he has this nickname.

18 *"Wóláchíí,"* Johnny Manuelito said. I looked up in surprise as he said it, then realized he was not looking my way and using my **nickname**. He was just speaking the word for ant.

19 In large block letters, John Benally printed the word ANT on the blackboard. As soon as everyone had seen it, he erased it.

20 "Now it is your turn," Johnny Manuelito said. "We speak in Navajo. You write in English, just as Corporal Benally just did. Be sure to print in block letters." He paused, looked out at all of us, then nodded.

21 *"Wóláchíí,"* he said.

22 *"Shash,"* said John Benally.

23 *"Mósí."*

24 *"Bįįh."*



nickname informal name given to a person

Differentiated Instruction • Reading Comprehension

Scaffolding
Ask students to discuss what is happening in the classroom. ***Say:*** *The narrator is confused. He does not understand what is happening. Does the author give any clues to explain what is going on?* (No, but I know it has something to do with the code.) Have students make predictions about why the instructors are calling out Navajo words and asking the troops to translate them into English.

Extension
Ask students to teach a partner a few animal words in other own languages. ***Say:*** *Choose five animals. Write those five words in another language you know. Then show them to your partner and pronounce them carefully. Turn your paper over and see how many animal names your partner can remember. Take turns testing each other.*

25 *"Dzeh."*

26 *"Ma'ii."*

27 ANT, BEAR, CAT, DEER, ELK, FOX. I put those words down on the paper. But they were speaking so fast that I missed the next few words and could only try to catch up as they continued on.

28 *"Dibé yázhí."*

29 *"Na'ats' ǫǫsi."*

30 *"Neeshch'íí."*

31 *"Ná'áshjaa'."*

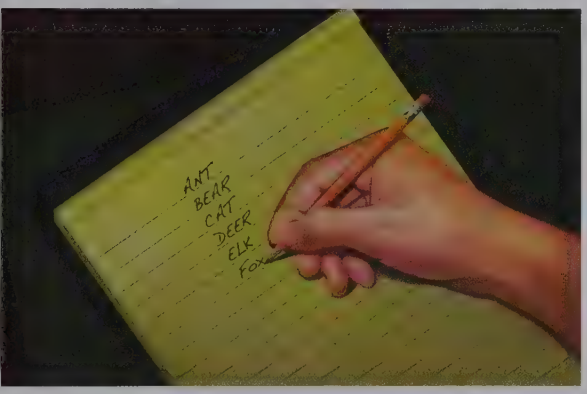
32 LAMB, MOUSE, NUT, OWL, I printed. By the time they stopped talking I had printed sixteen words. But I still didn't know what this was all about. I glanced around the room. From the looks on the faces of my other **platoon** mates, they were all confused. Henry Bahe looked as if he was angry. Jimmy King, who was one of the hardest workers of all of us, was shaking his head.

33 Johnny Manuelito and John Benally went around the room collecting the papers. They looked quickly through the **stack** and then carefully placed them in a box at the front of the room.

34 "You have done well," Johnny Manuelito said. "But you must learn to be perfect if you wish to become a code talker."

Reading Strategy

Describe Mental Images Imagine looking around the room as the men are writing. What image comes to mind? What sounds might you hear?



Reading Check

1. **Recall facts** What is *dibé yázhí* in English?
2. **Analyze** Why did the platoon find the exercise so difficult?
3. **Make predictions** How do you think the narrator will feel about becoming a code talker?

platoon division of a military group
stack group of objects placed one on top of the other

Unit 5 • Chapter 1
Reading 1: Literature

Read the Selection

- **Preteach vocabulary** Point out the word *platoon* on page 297. Ask the students to look at the words surrounding it for context clues. ***Ask:*** *What words help you understand* platoon*?* (other, faces, mates) ***Say:*** *Look at the meaning at the bottom of the page. Is it the same as what you guessed from the other words in the sentence?*
- **Teacher read aloud** Read page 297 aloud. Pause to check understanding and to identify phrases that describe actions. These help to tell what is happening in the story *(speaking so fast, glanced around, shaking his head, carefully placed them)*

Reading Strategy

Describe mental images Have students reread paragraphs 32 and 33 silently. Ask them to close their eyes and imagine they are in the room. Ask them to describe what they see. (students looking angry, students sitting in chairs, the instructors collecting paper, pencils on the desks) Have students tell if the room they imagine is different from the room they are in now.

Reading Strategy Sample Answers
A room of soldiers, heads bowed over their work, the sound of pencils tapping, scratching on the paper, and maybe erasing

Reading Check Answers
1. *Dibé yázhí* in English is "lamb."
2. It was a difficult exercise because the teachers went extremely quickly.
3. The narrator may feel overwhelmed and nervous about becoming a code talker.

Arts Connection

Explain an illustration Have students illustrate a nickname they would like. Then have them share their illustrations with the class. Ask them to explain their illustrations and tell what their nicknames mean. Ask them to explain why they like this nickname.

Cultural Connection

Making connections Explain that the Navajo language only has four vowels: a, e, i, and o. These vowels can make many different sounds. Review the long and short vowel sounds of a, e, i, o, u in English. Invite students to share vowel sounds from other languages they know.

Read the Selection

- **Preteach vocabulary** Point out the word *battlefield* on page 298. ***Say:*** *This is a compound word. It has two parts. Let's separate them:* battle *and* field. *Battle is another word for fight. Can you think of what battlefield means?* (a field where soldiers fight)
- **Radio reading** Select a student or ask a volunteer to read a paragraph. The other students must listen to the reader as if it is a broadcast. Let the reader know that the message of the story is more important than getting every word correct.
- **Interpret the image** ***Ask:*** *Who are the people in this photo?* (Navajo Marines) *When do you think this was taken?* (during World War II)
- **Mechanics review** Point out the words *Japanese, Cherokees,* and *Chickasaws* on page 298. ***Say:*** *These are proper nouns. Proper nouns name particular people and places. They always begin with a capital letter. Your name is a proper noun. That is why it begins with a capital letter.* Write some common nouns on the board (city, country, person, automobile). Have students suggest proper nouns for each. Write their suggestions next to each noun. Then go back and underline the capital letter at the beginning of each proper noun.

Reading Strategy

Describe Mental Images ***Say:*** *The narrator says he realized the job was "really important." It would help the Americans to win. How do you think he felt about this important job? How would you feel if someone gave you an important job? What do you think the solders faces looked like?*

Sample Answer
determination, or amazement

Reading Strategy

Describe Mental Images Imagine the narrator's reaction. What expression do you think he has on his face as the teachers describe the job of a Navajo code talker?

35 Code talker. It was the first time I had ever heard that name, but it sounded good to me. Then our two Navajo instructors began to explain our **duties** to us. The more they said, the better it sounded. Our job was to learn a new **top-secret** code based on the Navajo language. We would also be trained to be expert in every form of communication used by the Marine Corps, from radios to Morse code. Using our code, we could send **battlefield messages** that no one but another Navajo code talker could understand.

36 I realized right away that our job was a really important one. In order to win battles, Marines needed to communicate fast at long distances. In those days before computers, that meant using radio. However, anyone, including the Japanese, could listen to our radio messages. To keep messages secret, the Marines sent them in code. But the Japanese broke every code our American forces used. A new kind of code had to be created.

37 During World War One, our country had used other Indians, Cherokees and Chickasaws, to send messages in their own language to confuse the enemy. After the war, the Japanese had decided to be prepared for something like that if they had to fight America. They sent people to America to learn not only how to speak English fluently, but also to learn our American Indian languages.



A Marine Corps unit comprised of Navajo American Indians sits on the grass in uniform in Peleliu, November 1944.

duties responsibilities, assignments
top-secret very important and kept from others
battlefield messages messages sent to or from the front line, with strategic information valuable to enemy forces

Differentiated Instruction • Reading Comprehension

Scaffolding

Help students understand the importance of accurate messages during a war. Divide the class into two groups. Show three objects to one group: a pencil, a pen, and a ruler. ***Say:*** *Choose a new word for this object.* Have a group scribe write down each code word. Bring in the second group. Have members of the first group tell each other to pick up an object using the new code words. Ask members of the second group to tell the code words they are learning.

Extension

Have students work in groups of three to invent a code for the alphabet. Have them come up with different symbols for each letter. Then ask them to write a message using their code. Have groups switch messages to see if they can break each other's code.

Navajo, though, had never been studied. It was one of the hardest of all American Indian languages to learn. Only we Navajos could speak it with complete fluency. Also, because there were so many of us, including hundreds of young Navajo men who had learned to speak English in the boarding schools—our language was chosen for making that unbreakable code.

38 Where did the idea of using Navajo come from? There was a white man named Philip Johnson who was the son of a white trader on the **reservation** and so he could speak "Trader Navajo." He liked our people and had Navajo friends. When the Japanese attacked Pearl Harbor, he brought some of his Navajo friends to the Marines in San Diego to demonstrate how our language could be used to send messages.

39 An important Marine had already been thinking about making an Indian code. His name was Major General Clinton Vogel, commanding general of the **amphibious** division of the Pacific Task Force. He knew that the U.S. Army was already using Comanches in Europe to send messages in their own language. After hearing of Philip Johnson's demonstration, General Vogel authorized the **recruitment** of that first class of twenty-nine Navajo Marines. Just like us, they were brought to Camp Elliott, where they were locked in this same classroom and told to develop an unbreakable code.

Reading Strategy

Describe Mental Images What details do you see when you visualize Major General Vogel?



A photo of the Japanese bombing of Pearl Harbor, Dec. 7, 1941

Reading Check

1. **Recall facts** At the time, who were the only people able to speak Navajo fluently?
2. **Recall facts** What World War II event drew attention to the Navajo language?
3. **Make inferences** Why was the first class of Navajo marines "locked in" the classroom?

reservation land in the United States for tribes of Native Americans to live on as designated by the U.S. government
amphibious operating on land and water
recruitment act of seeking new members for a group or organization

Unit 5 • Chapter 1
Reading 1: Literature

Read the Selection

- **Preteach vocabulary** Point out the word *amphibious* in the reading on page 299. Read the sentence aloud to students. ***Say:*** *The other words in the sentence do not tell me what* amphibious *means. There are no context clues.* ***Ask:*** *What should I do to understand this word?* (use a dictionary, check the meaning at the bottom of the page) ***Say:*** *The Pacific Task Force was a military group assigned to war action in the South Pacific Ocean. Its amphibious division fought on land and water.*
- **Lifting sentences** After reading page 299, work with students to identify important facts on the page. Ask them to copy down the sentences that tell important details. ***Ask:*** *Who had the idea to use Navajo?* (Philip Johnson) *How did he know Navajo?* (He was the son a white trader who spoke "Trader Navajo.") *What did he do after Pearl Harbor was attacked?* (He introduced some of his Navajo friends to the Marines.)
- **Build background** Pearl Harbor is a military base in Hawaii. The Japanese attacked Pearl Harbor in 1941. The United States then entered World War II.

Reading Strategy

Describe mental images The United States then entered World War II. The passage says that Major Vogel was trying to solve a problem. The Japanese could break all American codes. What do you look like when you are trying to solve a problem? What do you imagine Major Vogel looked like?

Reading Strategy Sample Answer
An older man with many years of experience, a thoroughly decorated uniform, a look of seriousness, with a frown on his face and a no-nonsense look in his eyes.

Reading Check Answers
1. Only Navajos were able to speak the language with complete fluency.
2. The Japanese bombing of Pearl Harbor motivated Philip Johnson to bring his Navajo friends to the Marines to demonstrate their language skill.
3. They were locked in the classroom because it was very important that the code remain a secret.

Home Connection

Making connections Have students discuss with a family member or caregiver the important things they do to help their families. It could be taking out the garbage, cleaning their rooms, helping with younger siblings. Ask them to come up with a list of the things they do that are important to their families. At the next class session, discuss the important things that students do at home. Ask them how it makes them feel to know that they are doing important and useful jobs at home.

Social Studies Connection

Map skills ***Say:*** The Cherokees, Chickasaw, and Comanches are Native American tribes. The Cherokee once occupied the southern United States, and the Chickasaw (or Chicasaw) once occupied parts of Tennessee, Alabama, Kentucky, and Mississippi. The Comanches lived in Texas and Oklahoma. Have students use maps to find Tennessee, Kentucky, Alabama, and Mississippi. Have them find Japan. Use the map key to discuss how far away the Midwestern states are from Japan.

Read the Selection

- **Preteach vocabulary** Point out the boldfaced words on page 300. Have students read the definitions at the bottom of the page. Then read the sentences replacing the boldfaced words with their explanations. Ensure that everyone understands what the words mean before moving on.
- **Cooperative reading** Students join into small groups and divide the reading section equally among the group. Each student begins reading when it is their turn.
- **Interpret the image** ***Ask:*** *What are these men doing?* (One is talking into a radio. The other is writing on paper.) *Who do you think they are?* (code talkers) *What kind of message do you think they are getting?* (secret plans).

Reading Strategy

mental images The narrator says that ...nny Manuelito *emphasized* the importance ... When someone emphasizes ... stresses something, they usually speak ... and carefully. They want the listeners ... understand the importance of what they are ... *Ask: How do you think Johnny Manuelito ...ounded when he said that lives depended on ...ode talkers?*

...gy Sample Answers
...is probably very serious, quiet, ... point to show that he is stern.

40 Those Navajos did it all by themselves. Some have said that Philip Johnson developed the code and taught it to the Navajos. This is not true. He did not know our **sacred** language well enough to do this. He was nowhere near Camp Elliott during the summer of 1942 when the code was being created by Navajos. Later on, Philip Johnson came to work at Camp Elliott. His job, with the rank of sergeant, was to be an **administrator** for the school, help things run well, and write reports. He could not speak the code and never taught it to anyone.

* * *

41 The first day in class, Johnny Manuelito **emphasized** to us how important our jobs as code talkers would be.

Reading Strategy

Describe Mental Images Imagine Johnny Manuelito's voice as he says, "The lives of many men will depend on your messages." What do you think his voice sounds like?

42 "The lives of many men," he said, "will depend on your messages. You have to get it right the first time. Every time."

43 Because of its great value, no one was ever to be told about the code. Nothing I wrote down in that room could ever be taken from the room. It all had to be kept stored in only one place: in my head. That was why everything put on the blackboards was quickly erased. Every scrap of paper we wrote on was collected at the end of each day. If I breathed a word about the very existence of the code to an outsider, even to another Navajo Marine who was not a code talker, I could be placed in the **brig** for the rest of the war.



Two Navajo Marines use a portable radio set to communicate during World War II, December 1943.

sacred spiritually important
administrator a person who supervises or manages; a director
brig military prison

Differentiated Instruction • Reading Comprehension

Scaffolding

Have students discuss why the code was important. ***Ask:*** *Why did the army need the Navajo code?* (They needed a safe way to communicate.) *Why couldn't they use an old code?* (The Japanese had broken every other code they had.) *Why was the Navajo code a good one?* (Only the Navajo knew how to speak it.)

Extension

The narrator would be put in the brig if he spoke about the code. ***Ask:*** *Why would he be put in jail?* (The army wanted to keep the code a secret.) *Why is it important to follow rules and laws?* (Answers will vary. Sample answer: to keep people safe) Have students name important classroom rules.

44 I have heard it said that we Navajos carried code books with us. That is not so. Some code books were printed up, but they were kept closely guarded. The only two places in the whole world where they were used were our training areas at Pearl Harbor and Camp Elliott. The code went with us everywhere, but only in our memories.

45 "If you are captured in battle," John Benally said, "die before telling the enemy anything about the code! Even if they beat you, even if **bamboo splinters** are shoved under your fingernails, you must keep quiet about our secret."

46 *I will never tell the enemy.* I wrote these words down on my paper and underlined them twice.

47 John Benally's warning did not frighten me. It made me proud that our secret language was so important to America. It felt good to know that we were the only ones who could do this useful thing. We swore that we would protect the code with our lives, and kept our word. I am not sure how many of us became Navajo code talkers during World War Two, but I know that it was close to four hundred men. While it remained **classified**, not one of us ever told about the code, not even to our families. We kept it secret throughout the war and long after.

Reading Strategy

Describe Mental Images What image comes to mind when you visualize a top-secret code book?



These code talkers used Navajo, their native language, to send secret messages during the war.

Reading Check

1. **Recall facts** What words did the narrator write down and underline?
2. **Analyze** When the narrator says, "We kept it secret," who is "we" referring to?
3. **Speculate** Why do you think the military kept the Navajo codes a secret even after the war?

bamboo splinters very fine slivers of bamboo wood
classified top secret, or protected

Classroom Management

Opportunities for application Have students think about classroom rules. Have them break into groups to consider the rules. ***Ask:*** *Can you think of any new rules we need?* Ask the groups to suggest new rules that might help them to learn. Have groups share their rules with the class. Allow time for discussion and changes to a rule. Have students vote on each. Have volunteers make a classroom list of the new rules.

Math Connection

Graphic organizer Explain that different places may have different rules. ***Ask:*** *What rules do you have for eating dinner at home? What rules do you have for eating dinner at a fancy restaurant?* Have students use a **Cluster Map** to show rules in different places. One group can show the rules they have at home. Another group can show the rules for visiting a museum. One group might show rules for walking in the street.

Unit 5 • Chapter 1
Reading 1: Literature

Read the Selection

- **Preteach vocabulary** Read aloud the text on page 301. Ask students to raise their hands when you come to a word they are not familiar with. Pause and help students understand the word, either using context clues or a dictionary.
- **Inquiry reading** Have students read page 301 on their own. Tell them that they are looking for a specific piece of information. ***Say:*** *As you read, find out what the soldiers were told they could never do.* (They must never tell about the code.) After they finish reading, ask a volunteer to tell the answer. Have them tell where they found the answer.
- **Writing support review** Point out the word *Benally's* in paragraph 47. ***Say:*** *This apostrophe shows possession; it is not a contraction. We have seen an apostrophe like this before. It shows that something belongs to Benally. The next word tells us what belongs to him: warning. It is his warning.*

Reading Fluency

CD Assisted Reading *Code Talker*, paragraphs 44–47

Reading Strategy

Describe mental images Have students think about spies in movies, television shows, or cartoons. Ask them to describe a top-secret book or file they might see in one of these shows. ***Ask:*** *What do you think the Navajo code book looked like?*

Reading Strategy Answers
A top-secret code book could look like a composition-type book, or a ring binder, labeled TOP SECRET or CONFIDENTIAL in capital letters

Reading Check Answers
1. The narrator wrote, "*I will never tell the enemy.*"
2. The narrator refers to himself and the other Navajo code talkers as "we."
3. Answers will vary. Sample answer: The military may have wanted to use the code in any future military actions.

Apply the Reading Strategy

Describe Mental Images

Teacher Resources: Graphic Organizers: Two-Column Chart

- **Preteach** Explain that details help readers to visualize images. ***Say:*** *When we read details, we get a picture in our minds. These pictures help us to understand the story.*
- **Apply** Have students look through the story, focusing on the images. ***Ask:*** *Did the pictures help you to visualize the story? Look at the picture on page 299. The story does not tell us about the attack on Pearl Harbor. The story is about the Navajo code. But this picture helps us to understand what started the war that the code was created for.* Have students review other images from the story. Discuss how those images helped them to understand the story better. Have students fill out their own **Two-Column Charts** with details and images from the story.

Reading Strategy Sample Answers

...ort sergeant shut the barred door; ...ith heavy doors and no windows
A loud bang and then silence; a group of ...ys looking confused, locked in a classroom with nowhere to go

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Routine for Vocabulary

...urces: Graphic Organizers:

...tions

attitude *(belief, bias, demeanor, sentiment)*
reveal *(admit, affirm, confess, report, notify)*

- **Preview** Explain that knowing these words will help students understand the Reading Comprehension Questions on page 303.
- **Understand Academic Vocabulary** Read the explanations and sample sentences with students. Discuss the visual cues. ***Ask:*** *Why is Alejandro smiling? Why does the girl look surprised?* Ask students to give examples of other attitudes: happy, upset, worried, etc.

Checkpoint Sample Answers

1. If I enjoy my culture and feel proud to be a part of it, my attitude
...eral attitudes might make us easy to be ...might make others perceive us as ...erious, positive or negative.

After Reading 1

Apply the Reading Strategy

Describe Mental Images

Now that you have read *Code Talker,* complete the Reading Strategy chart.

1. Review the **Reading Strategy** on page 291.
2. Copy the chart.
3. Look back at the reading. In the first column of the chart, write the vivid details you noted as you read.
4. Then describe the **image** that the detail helps you to visualize.

Detail From the Story	Image
The sergeant barked into our barracks.	large man in uniform, straight-backed, tall, yelling, frowning

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual C...
attitude *noun*	an opinion or way of thinking	Alejandro has many friends because people like his positive **attitude.**	
reveal *verb*	to uncover something that is hidden or secret	The girl opened the wrapped box to **reveal** her birthday present inside.	

Draw a picture and write a sentence for each word.

Checkpoint

1. Describe your **attitude** toward your culture.
2. What do our **attitudes reveal** about us?

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Remind students that the setting of a story answers the questions *Where?* and *When?* Explain the word *analyze.* It means to examine, or to look at something carefully. Tell students that to analyze the setting, they must think about it carefully. They are looking to find out how the setting is important to the story. ***Say:*** *The setting helps us to understand where and when the story takes place. It helps us to visualize the characters. It helps to explain why some things happen in the story.* Have students name three different places or settings in the story. Then ask them to tell when the story happens.

Extension

Explain that the setting can also help students recall details. For example, a picture of Pearl Harbor might remind them of Major General Vogel's problem. It might remind them why it was important to find an unbreakable code. ***Ask:*** *What was the setting at the beginning of the story?* (a military barracks) *What detail do you remember about that setting?* (The Navajo soldiers were barked at by a sergeant and put on a bus.) *Where did they go next?* (a classroom in another base) *What detail do you remember from their next location?* (They were locked in a room with guards outside.)

Reading Comprehension Questions

Think and Discuss

Workbook page 192 | Independent Practice CD-ROM/Online

1. **Recall facts** Where are the Navajo Marines taken?
2. **Apply** Use the Key Vocabulary words to briefly summarize *Code Talker*.
3. **Understand author's point of view** How does the author's heritage connect to this selection? What do you think his **attitude** is toward the story of the code talkers?
4. **Make inferences** How old do you think the narrator is? Identify two clues that **reveal** information about the narrator's age.
5. **Analyze setting** How is the World War II setting important to the story of the code talkers?
6. **Speculate** Why do you think the author included an audience of children in this selection? What purpose does storytelling have in many cultures?
7. **Revisit the Reading Focus Questions** Go back to page 292 and discuss the questions.

Literary Element

Idiom

An **idiom** is an expression or phrase that does not have the same meaning as its individual words. In an idiom, the words have a different meaning.

In *Code Talker*, the narrator says he would never "breathe a word" about the code. In this case, the idiom *not breathe a word* means "not **reveal** a secret."

Use the context of the idioms in the sentences below to determine their meaning.

1. The soldiers did not **set foot in** enemy territory. Instead, they served their country from the safety of Camp Elliott in San Diego.
2. Though it was their first time using the code, their performance was **top drawer**. The corporals knew the men would be excellent code talkers.
3. After a long and stressful day, the men were ready to go back to their barracks and **hit the sack**. They needed their rest for another hard day in the classroom.
4. The code was so difficult to understand that the enemy would not be able to make **heads nor tails** of it.

Checkpoint

1. What is an **idiom**?
2. Tell and explain an idiom from your first language.

Workbook page 193 | Independent Practice CD-ROM/Online

Reteach and Reassess

Identify characteristics of a novel Have students list and define the features of a novel (narrator, setting, dialogue). Prompt students with questions if necessary. ***Ask:*** *Who? Where? What?* Have students decide whether *Code Talker* is fiction or nonfiction (fiction) and decide the author's purpose in writing the story (to entertain and to inform). When talking about setting, ask students how the setting of the novel influenced the conflict and the resolution of the conflict.

Classroom Management

Acceleration Some students may grasp the concept of a novel faster than others. Have these students evaluate mental images from any selected book. This is a place where non-native speakers can tell about something they may have read in their first language. Does one author use words that create stronger imagery? Ask students to give some examples. Have them compare the style of what they read to Bruchac's style. Allow time for them to discuss which writer they thought created better mental images.

Unit 5 • Chapter 1
After Reading 1

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers

"Right There"

1. The Navajo marines were taken to a locked classroom.

"Think and Search"

2. Sample answer: The narrator and other Navajo Marines were accomplished speakers of the Navajo language. Their escorts took them to the destination of a locked classroom. There, Navajo officers emphasized how important their code-making abilities would be to the U.S. war effort.

"Author and You"

3. Sample answer: The author is Native American. I think he is proud of this story of Native Americans helping to defend the U.S. by using their language.
4. Sample answer: The narrator is likely to be an older man. He is speaking to his grandchildren, and he refers to his code-talking days as "back then."

"On Your Own"

5. Sample answer: The setting is critical to the story. If the war had not occurred, the Navajo might not have been invited to share their language in this way.
6. The author included a group of children in this selection to show that we should continue telling the stories of our ancestors so that the lessons they learned and the experiences they dealt with are not forgotten.

Revisit the Reading Focus Questions

7. See sample answers on page 292.

Literary Element

Idioms

- **Vocabulary development** Explain that an idiom is a phrase that has a different meaning than meaning of its individual words.
- **Understand idioms** Explain the idiom *not breathe a word* in the sample. The literal meaning is to not breathe out a word. The idiomatic meaning is *not tell a secret.* ***Ask:*** *Why won't the narrator breathe a word about the code?* (It must be kept secret.)

Reading Fluency

Paired Reading Literary Element

Literary Element Answers

1. go to
2. of high quality
3. go to bed
4. understand

Checkpoint Sample Answers

1. An idiom is a phrase that is not taken literally. It has a unique, widely accepted meaning.
2. "Skating on thin ice" means a person is in a risky situation.

Bridging Readings 1 and 2

Say: Reading 1 was a novel about marines who were needed during World War II to use the Navajo language to create a code. Reading 2 is an informational text that tells how an organization hires volunteers to help communities in need all over the country.

About the Reading

Vocabulary development Point out the phrase *a helping hand* on page 304. Explain that this is an idiom that means *help* or *assistance.* Read the sentence as it is. Then reread the sentence substituting the word *help* for *a helping hand.*

Build Background

Volunteering

Resources: Graphic Organizers: Chart

Sketch vocabulary ***Say:*** *Look at the picture on page 304. Who do you think is the volunteer?* (the older boy) *What is he doing?* (reading to the little boy) ***Ask:*** *Who can be a volunteer?* Write *anyone* above the **KWL Chart.** *What kind of people would volunteer?* (kind, helpful) Write these traits in the *K* column. ***Ask:*** *What would you like to know about the City Year volunteers?* Write their responses in the *W* column. ***Say:*** *As we read, we will put what we learned in the* L *column.*

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Routine for Vocabulary

Resources: Graphics Organizers:

Word Connections

corps (band, crew, division, regiment)
engage (commit, enter into, become involved)
invest (devote, endow, lend, provide, stake)
mission (assignment, calling, duty, purpose)
rooted (based, caused, motivated, originated)
standard (average, benchmark, gauge, model)
Have students use a **Word Web** to understand Word Connections.

From the Reading Sample

Read definitions of these words.

Sample Answers

- a health clinic is to provide medical [help] to people who can't afford them.
- [invest] yourself in school work in order to get [a job] and gain knowledge and skills.

Before Reading 2



CITY YEAR

About the Reading

All over the United States, there are people in need of a helping hand. City Year is a service organization dedicated to helping others in need. You will read their brochure to learn more about this community of volunteers.

Build Background

Volunteering

A volunteer is a person who does something of his or her own free will, usually without being paid, to help another person or an organization. Volunteerism in the United States dates back to when the country was still young and communities worked together to survive. During the 20th century, many volunteer organizations were created to help people in need, protect national forest lands, and promote world peace. City Year was founded in 1988 and has grown to be a leader in the national volunteerism movement.

Key Vocabulary

- corps
- engage
- invest
- mission
- standard

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Use the context of the sentences to determine the meaning of each Key Vocabulary word.

1. Members of the **corps** work together to teach farmers how to grow more crops. The group is small, but very highly skilled.
2. The children **engage** in fun activities, such as singing songs and dancing.
3. We **invested** a lot of time in our garden, and now we have rows of beautiful flowers.
4. Our company **mission** is to serve people in need.
5. When Amy won an award for her service, she set the **standard** for all volunteers. Now everyone tries to be as good a volunteer as she is.

Checkpoint

1. Think of a service organization you know. What is its **mission**?
2. Why do you **invest** time in your school work?

Vocabulary Log | Workbook page 194 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Help students identify context clues to the meaning of the vocabulary words. Reread the sample sentences for the Key Vocabulary words. ***Say:*** *In the first example, the second sentence gives a context clue. The words "the group" in the second sentence refer to "the corps" in the first sentence.* Reread the sentences substituting *the group* for *the corps* in the first sentence. ***Say:*** *The words* the group *and* the corps *mean the same thing. So we know that a corps is a group of people.* In the second example show that the word *engage* means what the children are doing. They are *singing* and *dancing.*

Extension

On the board, write the following sentences:
He tried to ___ his sister in a conversation. (engage)
The plant was ___ in a red pot. (rooted)
The army ___ helped to build the bridge. (corps)
We set a high ___ when we scored a perfect ten. (standard)
They did not want to ___ their time in cleaning the room. (invest)
Her ___ was to get an A on the next spelling test. (mission)

Have students work in groups of two to rewrite the sentences with the correct Key Vocabulary words.

Reading Strategy

Analyze Text Evidence

When you analyze text evidence, you look within the reading for evidence, or proof, that supports a point. Text evidence can be in the form of facts, details, quotes, or even pictures. Often, text evidence answers questions that come up as you read.

As you read, note the major points that the City Year brochure makes about its program. When you finish reading, complete the organizer to note the text evidence that supports each point.

Point or Message:	Text Evidence:
_____	1. _____
_____	2. _____

Text Genre

Informational Text: Brochure

Brochures are brief documents that describe or advertise a company or product. Brochures use special text elements to help readers understand the information in the brochure.

Brochure	
bullets	dots or small symbols used to create a list
headings	boldfaced words or phrases used to introduce sections of material
testimonials	direct quotes from people who share positive experiences with the company or product





City Year founders Michael Brown (top) and Alan Khazei

Meet the Founders

Michael Brown and **Alan Khazei** founded City Year in 1988. They knew that young people had the ability to make positive changes in the world. From that idea came City Year, which has expanded to 16 sites across America and to Johannesburg, South Africa.

Reading Focus Questions

As you read, think about these questions.

1. How does this reading connect to the theme of "making a difference"?
2. Why do you think City Year created a brochure?
3. Is this type of service organization important? Why?

Checkpoint

1. What is a **brochure**?
2. What are **headings** used for?

Workbook pages 195–196

Independent Practice CD-ROM/Online

Classroom Management

Grouping strategies Remember to have students change which groups they work in. Groups may sometimes fall into a pattern where one person takes the lead, and others follow. Some students may be more talkative than others. They may not give their partners a chance to speak. By varying the group members, students get a chance to lead, speak up, take turns, and follow. If necessary, assign the title of group leader to students who have difficulty taking charge. Assign the task of recorder to someone who usually does the talking.

Art Connection

Design a mural Have students think of people who help in the community (a nurse, teacher, police officer, fire fighter). Have each student create a poster that shows one of these community helpers with a person they "lend a hand" to. Give students poster paper, paints or markers, pencils, and erasers. Before they begin, tell them to design their posters vertically so that all the posters will face the same way. When students finish, assemble their posters to make a "helping" quilt for a school hallway.

Unit 5 • Chapter 1
Before Reading 2

Reading Strategy

Analyze Text Evidence

Preteach ***Say:*** *Every piece of writing has a point. Some sentences prove the point. These are the evidence. Evidence can be facts, details, quotes, or pictures. "City Year" is about volunteers. The evidence will be facts, details, quotes, and pictures about volunteers. It will probably tell what they do. It will probably tell how they like volunteering.* ***Ask:*** *What do you think you will learn about City Year volunteers?*

Text Genre

Informational Text: Brochure

- **Preteach** Explain what a brochure is. ***Say:*** *A brochure is usually a folded piece of paper. It tells information about a product, service, or person.* Discuss where students may have seen brochures: handed out in the street, at stores, in the mail. Explain that brochures are written to inform, not to entertain.
- **Identify text features** ***Say:*** *Brochures give a lot of information in a small space. Writers use bullets, small dark circles, to make a list. Headings name important points. Quotes are included to show how real people feel about the subject of the brochure.*

Reading Fluency

Repeated Reading Text Genre

Meet the Founders

Michael Brown and Alan Khazei

Say: *The founders of City Year are Michael Brown and Alan Khazei. They were roommates at Harvard University. They have watched City Year grow to other states and even other countries.*

Reading Focus Questions

Preview Explain that students should think about the Reading Focus Questions as they read "City Year." They will revisit the questions after reading the selection.

Reading Focus Questions Sample Answers

1. City Year is "making a difference" in the lives of the volunteers and those they help.
2. City Year most likely created the brochure to generate interest in the volunteer opportunities.
3. This type of organization is important because it can help many people and their communities.

Checkpoint Sample Answers

1. A brochure is a short document used to give people information about many things such as a service, a product, or an organization such as this one.
2. Headings are boldfaced sections to guide the reader.

Read the Selection

CD 3, Track 8 (optional)

Instructional Routine for Reading
page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Have students identify the title and the first heading on page 306. Have them make predictions about what they will find out on this page. (Sample answer: *I will find out what City Year is.*)
- **Silent reading with support** Have students read page 306 silently. Allow students to quietly ask their neighbors for help with difficult words or symbols, such as the percentage sign.
- **Interpret the image** ***Ask:*** *What are these people doing?* (looking at a globe) *Why do you think they are doing that?* (They might be trying to find a place that they read about together.) *If you're trying to help someone, do you think it is better to give students the answers or help them to find it themselves?* (help them to find it themselves)

Fluency

Assisted Reading "City Year," paragraphs 1–4

Strategy

- **Teacher modeling** ***Say:*** *The point of this ... to say that City Year helps young people. I will try to find evidence that ... s that. In paragraph 2 it says "95% said they made an important difference in someone's life." That supports the point that City Year helps people.*
- **Pose relevant questions** Have pairs work ... to find evidence for another point in the brochure. ***Say:*** *The brochure states that members learn while they are at City Year. ... page to find evidence that supports this.* (The testimonial states, "It is impossible ... learn something useful.")

Sample answer
... that the evidence does prove that ... working to improve lives because so many ... they helped the communities they ...

Reading 2
Content
Social Studies

CITY YEAR

Explore

1 City Year releases the power of young people. It is more than a service program; City Year is a social change organization. The leadership skills **corps** members learn stay with them. A survey of City Year **alumni** found that:

Reading Strategy
Analyze Text Evidence
Does this evidence prove that City Year is improving the lives of others? Explain.

2 ■ 95% indicated that they made an important difference in someone's life while at City Year

3 ■ 88% indicated that they often worked with people from different backgrounds while at City Year

4 ■ As one City Year graduate put it, "What I like most about City Year is that it is impossible not to learn something useful while you are part of the organization.... Everybody loves that they do something here. What you do with it is entirely up to you."



alumni graduates of a program

306 Unit 5 • Chapter 1

Differentiated Instruction • Reading Comprehension

Scaffolding
Point out the bullets on page 306. ***Say:*** *The bullets show points in a list. This list tells three things that City Year graduates said about the program. The points are easy to spot. The bullets help to identify them easily.* Have students make a bulleted list of the items in their backpacks. Tell them that a list can help them to identify easily what they have and what they don't have.

Extension
The brochure states that it is a *social change organization.* This means it helps to change the community. Have students research other organizations that help to change the community. They can use library or Internet sources. Ask them to find one organization that helps the community. Then have students write a bulleted list of three things that group does.



Why City Year?

5 *Founded in Boston in 1988, City Year now sets the* ***standard*** *for national service with over 1,000* ***corps*** *members serving at 16 sites across the country.* ***Corps*** *members can serve in their own hometowns, in other cities of their choosing, or wherever the need is greatest.*

6 City Year is a proud member of **AmeriCorps** and was, in fact, a model for AmeriCorps. City Year works to build stronger communities, a stronger country, and a better world through service. Every small task at City Year is part of this **ambitious mission**.

7 City Year brings together young adults from diverse backgrounds for a demanding year of full-time community service, leadership development, and civic engagement. United in their desire to serve, these young leaders **invest** their talents and energy to solve real problems in their communities, **engage** volunteers, and make a positive difference in others' lives.

8 As a leader in the national service **movement**, City Year has helped to inspire **corporate** America. Numerous local and national **sponsors** even give **annual** cash awards, gifts, and scholarships to graduating City Year **corps** members and alumni.

9 City Year has earned the respect of America's leaders, and **corps** members have been honored by governors, senators, and presidents.

Reading Strategy

Analyze Text Evidence
What evidence on this page proves that City Year has inspired businesses in America?

Reading Check

1. **Recall facts**
   How long does a volunteer work with City Year?
2. **Identify evidence**
   How do you know City Year is respected by America's leaders?

AmeriCorps a network, or connection, of over 2,000 service organizations (including City Year)
ambitious high-reaching, enthusiastic
movement political or social cause
corporate business
sponsors groups or individuals that help pay for something
annual yearly

Read the Selection

- **Prereading** Preview the heading on page 307. ***Say:*** *The heading on this page is Why City Year? This tells us the brochure will list reasons the organization is a good one.* Ask students what good things they think the brochure will list.
- **Silent reading with support** Have students read page 307 silently. Allow students to quietly ask their neighbors for help with new words or confusing sentences.
- **Interpret the image** ***Ask:*** *Who are the people in the picture?* (two girls, one is younger than the other) *What do you think they are doing?* (The older girl is helping the younger girl to learn.) *How do you think these girls feel?* (happy to learn, proud to help)

Reading Strategy

Analyze text evidence ***Say:*** *The brochure states that City Year has inspired corporate America.* Inspire *means to encourage or make someone want to do something. The next line says that sponsors did something.* ***Ask:*** *What did the sponsors do?* (They gave awards, gifts and scholarships.)

Reading Check Answers
1. A City Year volunteer works for one year.
2. Paragraph 9 says that corps members have been honored by governors, senators, and presidents.

Reteach and Reassess

Grammar and usage Direct students to paragraph 2 and point out the word *someone's.* ***Ask:*** *Is this a possessive noun?* (yes) *What belongs to* someone *in this sentence?* (life) Reread the sentence as: *95% indicated they made an important difference in the life of someone while at City Year.* ***Say:*** *The second way takes longer to say. That is why the writer uses the possessive.*

Math Connection

Define and clarify Point out the percent signs that are used in the bullets. ***Say:*** *This symbol means percent. Percent is based on 100. 95% means 95 out of 100 people.* ***Ask:*** *What other percentages do you see in the brochure?*

Read the Selection

- **Silent reading with support** Have students read page 308 silently. Allow students to quietly ask their neighbors for help with new words or confusing sentences.
- **Interpret the image** ***Ask:*** *What are these people doing?* (exercising) *Why do you think they are doing that?* (to stay healthy, to build teamwork) *Describe some of the people you see in the picture.* (men, women, different races, a man on crutches) *City Year inspires many kinds of people.*
- **Vocabulary** Point out the words *rooted, ideals,* and *foster* on page 308. Have them look at the definitions at the bottom of the page. Read aloud the sentences where they are found in the text. Then reread them, [illegible] ing the definitions for the boldfaced [illegible]. Ensure students understand the [illegible] ings before moving on.

[illegible] Strategy

[illegible] text evidence ***Say:*** *The brochure tells all the good things about City Year.* Have students read what the three people on this page say about City Year. Give them time to finish reading. ***Say:*** *One person did the program for two years. What does that tell you about their experience with the program?*

[illegible] retegy Answers
The testimonials suggest that people will find diversity, teamwork, and leadership skills if they spend a year

Is City Year Right for You?



10 *City Year's service, culture, and daily operations are* ***rooted*** *in diversity, teamwork, and leadership. As a* ***corps*** *member, you will be challenged to live these* ***ideals*** *every day.*

11 **DIVERSITY** City Year's diverse teams are unifying forces that **foster** understanding and hope in the communities they serve.

Reading Strategy
Analyze Text Evidence
What idea about City Year do these testimonials suggest?

12 ***"I've learned that community service is a powerful meeting place for different people and institutions to come together to find common ground ... and achieve a positive change."***
—Chris Forbes-Nicotera, '99

13 **TEAMWORK** City Year forms teams because common goals are the hardest to achieve.

14 ***"Being part of such a network strengthens my belief in the power of my generation and inspires me to do my small part to help make our mark on humanity."***
—Marcie Kasek, '03

15 **LEADERSHIP** City Year believes that young people have the idealism and energy to be natural leaders.

16 ***"When I was a child it was easy to dream of all the things in this world I could change. At City Year I have found the courage to be that little kid who dares to dream. City Year has given me a place to stand so I can change the world."***
—Aaron J. Marquez, '03, '04

rooted based on: come from
ideals goals, concepts of how things should be
foster bring about or develop

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Make a **Two-Column Chart** on the board. On one side write Code Talkers. On the other side, write City Year Volunteers. ***Say:*** *What is important to the people who work at City Year?* (Sample answers: helping others, helping the community) *Think about the novel excerpt* Code Talker. ***Ask:*** *Were the code talkers also interested in helping?* (yes) *Who were they trying to help?* (They were trying to help the United States win in World War II.) *Do you think the code talkers and the volunteers at City Year are alike?* Have students come up with adjectives that describe both groups.

Extension

Explore the shared idea of community service. ***Ask:*** *what do the people in these two readings have in common?* (They are hardworking and helpful. They all spend time away from their homes.) Explain that both fiction and nonfiction works can teach us something. ***Say:*** *We can learn facts from the information in nonfiction readings. Facts can be proven. The information in fiction is not always true. But fiction can still tell us some facts about the time the story is about. We know that World War II was real. We know that Navajo soldiers were used to create a code.* ***Ask:*** *What did you learn about the Navajo during World War II? What did you learn about volunteers from City Year?*

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** What national service program used City Year as a model for the kinds of organizations it includes?
2. **Analyze text features** How does each heading on page 308—Diversity, Teamwork, and Leadership—relate to the testimonials that follow?
3. **Compare features** What text feature does "City Year" use on page 306 to create a list? What is used to make the list on page 308?
4. **Summarize** Use each of the Key Vocabulary words on page 304 to summarize the work that City Year does.
5. **Take a stand** Does it sound like City Year provides an important service? Why or why not?
6. **Revisit the Reading Focus Questions** Go back to page 305 and discuss the questions.


Workbook page 197


Independent Practice CD-ROM/Online

Spelling

The Combination *ph*


Workbook page 198


Independent Practice CD-ROM/Online

Writing Conventions

Punctuation: Using Bulleted Lists


Workbook page 199


Independent Practice CD-ROM/Online

Connect Readings 1 and 2

You have read two readings on the theme of making a difference: *Code Talker* and "City Year." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What service does each selection describe?	How do the services differ from each other?	Which way of making a difference is more interesting to you? Why?
CODE TALKER			
CITY YEAR			

2. With a partner, ask and answer these questions.
   a. In what way does each selection show people making a difference?
   b. Do you think the narrator in *Code Talker* would approve of the work done by City Year? Why or why not?
   c. How do young people play an important part in each of the readings?
3. **Revisit the Chapter Focus Questions** What kind of reward do you get when you help someone in need? Is the reward worth the effort? Use examples from *Code Talker* and "City Year" to answer these questions.

Cultural Connection

Supporting community achievement Relate the importance of community service to students. Ask them to speak to a family member about heroes who have helped in their communities. Help them to come up with some questions to ask, such as: *Who is an important person in our culture? Why is that person important? What did they do? Were they courageous? Were they helpful? Is our community better because that person did something to help?* Have students work with the person in their family to write a brief summary of the person and what they did to help. In the following class session, allow students to share their important people with the group.

Social Connection

Use library resources Find out about an inspirational person from another culture. ***Say:*** *Every culture has heroes. These people have done great things to help their community.* Write down the country of origin of every student in the class. Put them all in a container. Then have each student choose a country. If they chose their own, they must choose again. Help students to find the country they will research on a map. Have students go to the library to find the name of an important person from that country. Give them time to find out about the person and what he or she did. Ask them to prepare a brief statement about that person to share with the class.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Reading Comprehension Answers

Question-Answer Relationships (QAR)

"Right There"

1. AmeriCorps used City Year as a model.

"Think and Search"

2. Each heading is supported by the testimonial that follows it.
3. The text feature on page 306 is a bulleted list. On page 308 headings are used to create a similar list.

"Author and You"

4. Answers will vary.

"On Your Own"

5. Sample Answer: Most students will say that City Year provides a valuable service to communities in need.

Revisit the Reading Focus Questions

6. See sample answers on page 305.

Spelling

Students will learn more about the combination *-ph* in the Workbook on page 198.

Writing Conventions

Students will learn more about using bulleted lists in the Workbook on page 199.

Connect Readings 1 and 2

Preview This activity guides students to see the relevance between a fiction and a nonfiction selection on the same theme.

Sample Answers

1. *Code Talker:* Armed services in the military; This service is to help win a war and affects both the country and the world; Answers will vary.
   City Year: Community service provided by youth; The service here is to help in the community that needs it, and, to an extent, this service affects the country and the world; Answers will vary.
2. a. Both selections feature people providing services to others. In *Code Talker*, the Navajo marines work to help the U.S. win the war. In "City Year," young people help individual communities in the areas where they are most needed.
   b. The narrator in *Code Talker* would most likely approve of City Year's work. In both cases, good is being done for the community and the nation.
   c. The narrator in *Code Talker* was young when he was a soldier, and he tells his story to young people. In "City Year," young people are the power behind the community service.
3. Answers will vary. Sample answer: You may receive money or a gift, or maybe just a smile and a thank you. Often, any reward is worth the effort because you also feel good just knowing you helped someone.

Listening and Speaking

Have a Discussion

- Instructional Routine for Listening and Speaking page Txliii
- Teacher Resources: Rubrics: Rubric for Speaking Assessment
- **Preteach vocabulary** ***Say:*** *A discussion is when two or more people talk about a topic. They might have different thoughts on that topic.* ***Ask:*** *What is your favorite thing to do? Do you discuss this with your friends?*
- **Add context** Use the idioms and the examples of hyperbole on this page in contextual examples. This will aid in students' understanding of the expressions.
- **Practice** Tell students about a time you were hungry enough to eat a horse. Then ask them about a time that they were really hungry. Ask them what happened and what they finally ate.
- **Listening and speaking strategies** Remind students to make eye contact with the person who is talking. Have them wait for a pause in the conversation to jump in and say something.

Phrases for Conversation

Expressing Disagreement/Reporting a Group's Ideas

Lead a discussion Tell students that a discussion may include disagreement. In a discussion it is important to listen to the other person. They can disagree politely. Review the phrases for disagreement. Have students say them aloud. Lead a discussion about the best way to study. They do not have to agree with every speaker. After the discussion, encourage them to sum up. They should begin with, "We agreed that..." or "We decided that..."

Reading Fluency

Read Words in Chunks Listening and Speaking

After Readings 1 and 2

Listening and Speaking

Phrases for Conversation

Expressing Disagreement

We do not agree.
I see it a different way.
I don't think so.

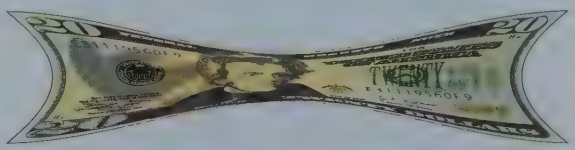
Reporting a Group's Ideas

We agreed that ...
We decided that ...

Discuss Idioms and Hyperbole

The English language is made rich and colorful by the use of idioms and figurative language, such as hyperbole (exaggeration used for emphasis or effect). With a partner, discuss the phrases below.

1. Discuss the possible meanings of each idiom below.
   a. to pull the wool over someone's eyes
   b. to jump in without looking
   c. to stretch a dollar
2. Then discuss the possible meanings of the examples of hyperbole below.
   a. The rain came down in buckets.
   b. I nearly died of embarrassment.
   c. He is hungry enough to eat a horse.
3. When you finish the list, check your interpretations with another group.
4. Share your final interpretations with the class.



Reading Fluency

Rapid Word Recognition

Rapidly recognizing words helps you to increase your reading rate. Rapid reading is an important characteristic of a fluent and effective reader.

1. With a partner, review the list of words.
2. Read the words from left to right aloud for one minute. Use appropriate pacing. Do not read so fast that you cannot pronounce the words correctly. When you finish the list, start again at the beginning. Your partner can time you as you read.

Differentiated Instruction • Listening and Speaking

Scaffolding

Write the three idioms and three examples of hyperbole on the board. Have students practice using them by telling something they did that goes with the idiom or hyperbole. ***Ask:*** *Who wants to describe a time when you were really embarrassed?* After volunteers have told their stories, ***say:*** *To say that you would die of embarrassment is an exaggeration.* Have volunteers tell about a time they were caught in a pouring rain. ***Ask:*** *Was it raining cats and dogs?* Have them tell about a time they fooled someone. ***Ask:*** *Did you* pull the wool over someone's eyes?

Extension

Write the phrases, "We do not agree," "I see it a different way," and "I don't think so" on index cards. Give a set of cards to students in groups of three. Have them discuss their favorite type of music. Ask them to put the cards out on the table face up. If someone makes a point that they do not agree with, they should hold up one of the index cards. Then the speaker should stop, and the person holding the card can state what is on the card and give his or her opinion. At the end of the discussion, ask the groups to come up with a conclusion about what the group likes to listen to. Ask them to use "We agreed that..." or "We decided that..."

3. How many words did you read in one minute? Record your results.
4. Compare your results to the results you had on page 121. Are you recognizing words more quickly?

expected	perfect	fluent	energy	honored
diverse	energy	expected	perfect	fluent
expected	honored	perfect	diverse	honored
diverse	expected	fluent	honored	perfect
energy	diverse	fluent	expected	honored

Vocabulary Development

Using a Dictionary and a Thesaurus

A **dictionary** provides definitions of words; most dictionaries also provide other information, such as a word's part of speech and etymology (word origin). A **thesaurus** provides synonyms, or words that are the same or similar in meaning. Together, these tools can help you to choose the most effective words for your speaking and writing.

Look at this dictionary entry.

academy / ə **kæd** ə mi / *n.*, pl. -ies **1** a school, or place of study or training [Gk Akademos the Greek mythological hero]

The chart below shows the information included in the entry.

Word	Pronunciation	Part of Speech	Plural Form	Definition	Etymology
academy	ə **kæd** ə mi	noun	academies	a school, or place of study or training	Greek, from Greek mythology

Look at this entry from a thesaurus.

academy (noun) school, college, university, boarding school, institute

The entry includes the word, part of speech, and a list of possible synonyms.

1. For each of the following words, use a dictionary to complete a chart like the one above.
   a. code **b.** mentor **c.** communicate
2. Use a thesaurus to find three synonyms each for the words *mentor* and *communicate*.

Checkpoint

1. What kinds of words can you find in a **thesaurus**?
2. What is a word's etymology?

Language Transfer and Interference

Use appropriate eye contact Remind students that people who are having a discussion in the United States look each other in the eye. In some cultures, this is considered rude. When people disagree, they are must say so politely. Remind students of the phrases to use if they disagree.

Listening and Speaking Strategies

Practice Give students practice with taking turns during a discussion. Not all students will feel comfortable speaking up. Give groups of three an egg timer or a stopwatch. Give each person 30 seconds to say what they want. Then it's the next person's turn. Students cannot pass when it is their turn. They must participate. To ease their nervousness, have them discuss topics that they enjoy such as their favorite hobbies, weekend activities, or movies.

Reading Fluency (cont.)

Rapid Word Recognition

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Rapid recognition Rapid word recognition is an excellent activity for students who struggle with irregular spelling patterns. ***Say:*** *Some words are difficult to read. They have strange spellings and difficult pronunciations. Practicing these words will help you to recognize them easily.* Pair students. Give each pair a timer. Have one student be the timer and the other be the reader. Ask them to read the words in the chart as quickly as they can. The other student will time one minute. At the end of one minute, the reader counts up how many words they were able to read correctly. Then students switch roles.

Vocabulary Development

Use a Dictionary and Thesaurus

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Preteach Show students a dictionary. Instruct them on how to find a dictionary and thesaurus online. ***Say:*** *A dictionary gives you the meanings of words. The words are listed in alphabetical order.* Then hold up a thesaurus. ***Say:*** *In a thesaurus, the words are also listed in alphabetical order. But a thesaurus lists words that have similar meanings. It does not give you a definition of the word. People use a dictionary if they do not know what a word means. They use a thesaurus to find a better word that fits what they want to say or write.*

Reading Fluency

Paired Reading Vocabulary Development

Vocabulary Development Answers

1. a. ***code:*** /kōd/, noun, codes, a secreted text known only to those who have a key to understanding it, Latin: codex;
   b. ***mentor:*** /men´ tar/, noun, mentors, a teacher and a friend, Greek: Mentòr, mythological son of Odysseus;
   c. ***communicate:*** /kəm´ myu nə kāt/, verb, to give information to another, Latin: communicare
2. **mentor:** teacher, guide, tutor; **communicate:** talk, contact, write

Checkpoint Sample Answers

1. A thesaurus provides synonyms, or words that share the same meaning.
2. Etymology is a word's origin, including the country or language of origin.

Grammar

Present, Past, and Future Perfect Tenses

Instructional Routine for Grammar
page Txxxii

- **Preteach** Write *present, past,* and *future* on the board. Have volunteers define each tense. Ask other students to create sentences using the named tense.
- **Teach** Point out the words *has* and *have* in the first chart on page 312. ***Say:*** *These are auxiliary verbs. They go before the verb in the sentence. They show something that is still happening in the present. For example, she has played violin all her life. We know that she played violin in the past. We also know that she is still playing today.* Review the past perfect tense with a similar sentence such as, "We had been playing football all day when Dad asked us to come inside."
- **Practice** Have students work with a partner to create three sentences about "City Year." The sentences need to show present or past perfect tenses.
- **Apply** Read the sample sentences in the tables. Have students work in pairs to write original sentences. Tell them to substitute verbs for the verbs in column three and a different ending for the phrases in column four. Have volunteers read their sentences aloud.
- **Extend** Have students share their sentences for **Use the Grammar Independently** orally with another pair before sharing them with the class.

Grammar

Present Perfect Tense

You can use the **present perfect tense** to describe an action that occurred in the past and continues to occur in the present.

She **has lived** here for many years.

It also describes an action that occurred at an unspecified time in the past.

I **have visited** Europe.

Form the present perfect tense by adding the auxiliary verb **have** or **has** before the main verb.

Present Perfect Tense

subject	auxiliary verb	main verb	
I / You / We / They	have	lived	here for one year.
He / She / It	has		

Past Perfect Tense

Use the **past perfect tense** to describe an action that was completed in the past before another action.

I remembered that I **had read** the book already.
After I **had finished** the job, I asked for my pay.

Form the past perfect tense by adding the auxiliary verb **had** before the main verb.

Past Perfect Tense

subject	auxiliary verb	main verb	
I / You / We / They	had	worked	for the company for two years when we met.
He / She / It	had		

Differentiated Instruction • Grammar

Scaffolding

Review the present perfect, past perfect, and future perfect tenses. Give students a series of sentences that show the past, present, and future of the same subject. Then have them place each of the sentences on a timeline to show which happened in the past, which is happening presently, and which will happen in the future. For example, "*Carly had finished the painting. Carly has been painting for years. Carly will have won first prize by next Monday.*"

Extension

Have students find pictures of people from magazines or newspapers and write sentences describing the pictures, using present perfect, past perfect, and future perfect tense. Have them tell something that had happened to that person in the past, something that has happened with that person and is still happening in the present, and something that person will have done in the future. Ask volunteers to share their sentences with the group.

Grammar (cont.)

The Present Perfect, Past Perfect, and Future Perfect Tenses

- **Preteach** Remind students that *future tense* means the action of a verb will happen in the future. Ask them what helping verb is used with simple future tense. (will) Show them the chart. Ask them what helping verbs will be used with future perfect tense. (will have)
- **Teach** Use the chart on page 313 to explain future perfect tense. Have students read the sentences. Give them an example of a future perfect sentence. For example, "*Alicia will have learned to drive by her 16th birthday.*" Ask them if Alicia has already learned to drive. (no) Ask if Alicia is learning to drive now. (no) Ask if Alicia will learn to drive in the future. (yes)
- **Practice** Have students imagine what they will have done 20 years from now. Write these examples on the board: *I will have finished school. I will have gotten a job.* Have students come up with their own sentences.
- **Apply** Have students work in pairs. Have one student write the beginning of a sentence with the future perfect auxiliary verbs. For example, *The class will have ___.* Have students exchange papers and complete the partner's sentence.
- **Extend** Challenge students to write a "future diary" entry. Tell them to describe tomorrow's day, using future tense verbs to show that the action is completed. Give them this sentence frame to begin their writing: *By tomorrow evening, I will have___.*

Practice the Grammar Sample Answers
1. *had decided* Past Perfect
2. *will have learned* Future Perfect
3. *have been listening* Present Perfect
4. *has been* Present Perfect
5. *will have kept* Future Perfect
6. *will have heard* Future Perfect

Use the Grammar Independently Answers
Answers will vary. The sentences should all be focused on "City Year" and each should use a different perfect tense.

Grammar Expansion
Students will learn more about yes/no questions and negative statements in the present, past, and future perfect tenses in the Workbook on pages 203–204.

Checkpoint Sample Answers
1. The auxiliary verb *had* is used for past perfect.
2. Present perfect tense describes actions that occurred in the past and continue to the present.

Future Perfect Tense

Use the **future perfect tense** to describe an action that will take place in the future before another event occurs.

I **will have finished** the project by 8 o'clock tonight.

Form the future perfect tense by adding the auxiliary verb **will have** before the main verb.

Future Perfect Tense

subject	auxiliary verb	main verb	
I / You / We / They	**will have**	**graduated**	high school by next summer.
He / She / It	**will have**		

Practice the Grammar Copy the following sentences and underline the past, present, or future perfect tense in each. Then identify the verb tense you underlined.

The narrator had spoken fluent Navajo long before he learned the code. past perfect

1. He studied English after he had decided to learn a new language.
2. He will have learned a new way to speak Navajo when the code is completed.
3. His grandchildren have listened to his stories with great enthusiasm.
4. The narrator has been a storyteller for many years.
5. The men in the unit will have kept the secret for twenty years before it is finally **revealed.**
6. The grandchildren will have heard this story a million times before they grow up.

Grammar Expansion
Yes/No Questions and Negative Statements in the Present, Past, and Future Perfect Tenses
Workbook pages 203–204 | Independent Practice CD-ROM/Online

Checkpoint
1. Which auxiliary verb is used for the past perfect tense?
2. What type of action does a **present perfect** verb describe?

Use the Grammar Independently Write three sentences about City Year. Include one sentence that uses the present perfect, one that uses the past perfect, and one that uses the future perfect tense.

Workbook pages 201–202 | Independent Practice CD-ROM/Online

Language Transfer and Interference

Syntactical features of English In Spanish, there are different ways to express the present perfect tense. For example, *Hace cuatro años que vivo aquí.* Translates to: *I have lived (have been living) here for four years. Spanish speakers may have difficulty with this concept in English. Give them plenty of opportunity to practice.*

Home Connection

Opportunities for practice ***Say:*** *We use the present perfect tense to talk about something that has occurred in the past and continues to occur right now.* Perform an action, such as waving, for 10 seconds. ***Ask:*** *How long have I been waving?* (You are have been waving for 10 seconds.) Repeat this with other common verbs and have students "narrate" what is happening. Tell students to make a note of things they are doing at home. Have them choose a specific time, such as 6PM. Tell them at that time, they will write three sentences about something they have finished, something they had done before it was 6PM, and something they will have done completed by they time they go to bed.

Writing Assignment

Business Letter Asking for Information

Instructional Routine for Writing page Txxxvi

Teacher Resources: Graphic Organizers: Paragraph

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook, Pages 429–469

- **Vocabulary review** Remind students to use the Key Vocabulary words in their writing whenever possible.
- **Preteach** Remind students that there are two kinds of letters. A friendly letter has five parts and is written in an informal style. A business letter has six parts and is written with a formal tone.
- **Teach** Direct students' attention to the letter on page 314. Remind students that a business letter contains two addresses. The writer puts his or her address at the top right. The address of the person receiving the letter goes at the top left.
- **Grammar review** Review the past perfect, present perfect, and future perfect tenses and remind students to use them when writing about things that had happened in the past, have happened and are continuing to happen, and will have happened in the future, respectively

Introduce the writing prompt

- **Introduce the writing prompt** Read the Writing Prompt aloud. Ask volunteers to restate the prompt in their own words. Make certain that students understand that formal style means that they cannot write the way that they would write to their friends.

Read the Student Model

- **Learn correct format** Write the parts of the business letter on the board: address, inside address, greeting, body, closing, signature. Have students read the model silently. Point out the colon in the greeting and the fact that the paragraphs in a business letter are not indented. Have students name and point to each part of the business letter as you point to its name on the board.
- **Grammar review** Have students locate the present perfect and past perfect verbs in the first paragraph. Read the sentence and point out the phrase *had experienced.* Remind students that this is the past perfect tense. Have students find other examples in the sample.

Fluency

Fluency Student Model, body of letter

After Readings 1 and 2

Writing Assignment

Write a Business Letter

Writing Prompt

Write a business letter to City Year asking the organization for more information about their programs. Include information about yourself and the kind of work you would like to do in your community. Use a business letter format, with the student model as your guide. Include present, past, or future perfect tenses in your letter.

Write Your Business Letter

1. Read the student model.

Student Model

your address

12 A Street
New York, NY 10451

the date

August 30, 2009

the address of the place you are writing to

AmeriCorps
1201 New York Avenue, NW
Washington, DC 20525

greeting / salutation

Dear AmeriCorps:

body

I am writing to praise the volunteers who spent their summer working in our community. Our community had experienced some hard economic times, and our playgrounds have suffered as a result. AmeriCorps volunteers changed all that.

Your volunteers built a new playground in an empty lot. The park's decline had become a source of sadness to the community. Now, it is a happy play space for children. Your volunteers worked very hard. It is obvious that they love their work.

Thank you for caring about our community.

closing

Sincerely,

signature

Jasmine Roca
Jasmine Roca

Workbook page 205

Differentiated Instruction • Writing Assignment

Scaffolding

Remind students that a business letter is used to give and get information. ***Ask:*** *What do you want to say in your letter? What information do you want to get?* Have students write down three things they want to say about themselves, and what they want to know about City Year. Have them divide those pieces of information into two paragraphs. ***Say:*** *In the first paragraph, write something about yourself. Also, write where you heard about City Year. In the second paragraph, ask what you want to know.* Help students as they write their drafts.

Extension

Have students reread the City Year brochure. Have them identify specific things that they found interesting. Ask them to include those things in their letters. For example, they could write, "*I want to be like the 95% of City Year volunteers who have made a big difference in someone's life.*" Explain that citing information from the brochure will show the people from City Year that you are really interested in their program. Help students to identify other items of interest and include them in their letters.

2. **Prewrite.**
   a. Make a brief list of the information you want to include in your letter. Consider identifying the needs of your community, the kind of work you might enjoy, and any experience you have had with that kind of work. Consider also what you would like from City Year—a brochure, a phone call from someone who can answer your questions, or to arrange a visit to the City Year office.
   b. Organize your list. Put the information about yourself in one paragraph and your request for information in a separate paragraph.
3. **Write your business letter.**
   a. Follow the form in the student model. Use the Internet to find the address of City Year's offices. Include this address in your letter.
   b. Make sure your letter includes two paragraphs.
4. **Revise.** Read your letter aloud. Then revise any sentences or paragraphs that seem unclear. Use the **editing and proofreading symbols** on page 455 to mark any changes you want to make.
5. **Edit.** Use the **Writing Checklist** to help you find any problems and errors.
6. **Read your letter to the class.**

Writing Checklist

1. I followed the business letter style in the student model.
2. I included two paragraphs.
3. I used a colon after the greeting.
4. I used the present, past, or future perfect tense.
5. I proofread and edited my work.

Build Your Knowledge

One option is to ask City Year for an application to be a volunteer. Looking through the application now and seeing the kinds of information it requires (name, contact information, questions about your interests, and recommendation letters from teachers and other adults) will help you to prepare for filling out applications in the future.

Writing Support

Grammar

Irregular Verbs

An **irregular verb** forms its past tense in a different way than a regular verb. Sometimes the spelling of the verb changes. Other times, the verb does not change at all in the past tense.

Infinitive	Past Tense	Infinitive	Past Tense
(to) write	wrote	(to) swim	swam
(to) catch	caught	(to) bite	bit
(to) know	knew	(to) sit	sat
(to) set	set	(to) speak	spoke

Apply Check the verbs in your letter. Are the past tense verbs in the correct form? If you are not sure whether a verb changes form in the past tense, check your dictionary.

Workbook pages 206–208 Independent Practice CD-ROM/Online

Home Connection

Ask family Have students take their business letter home. Ask them to share it with a family member. Have them ask their family what other things could be improved in their community. Revise the letter to City Year to include their family's suggestions. Have students return with their revised letters and share them in class.

Reteach and Reassess

Correctly use the perfect tenses Have students review their business letters. Remind them that to correctly use past perfect tense, the auxiliary verb must be *had*. For the present perfect, the auxiliary verbs are *have* or *has*. For future perfect, the auxiliary verb is *will have*. Ask students to exchange their letters with a partner. Have the partners ask, "Is this happening in the past/present/future?" for each instance. If the student has used the verb tense incorrectly, they should mark it for revision.

Writing Assignment (cont.)

Prewrite

- **Narrow the topic** Have students make a list of the three most important things they want to say in their letter.
- **Prewriting activity** Have students talk about what things in their community they would like to change. Prompt them with questions to help focus their ideas, such as, "*Are the parks clean?*" "*Do people your age have after-school activities?*" Is there a service that is needed in your neighborhood?

Write Your Letter

- **Grammar and usage** Remind students to use the past, present, and future perfect tenses (appropriately) in their letters.
- **Add details** Be sure to support your idea with relevant and specific details.

Revise

Edit and revise to clarify meaning Tell students to revise to make a sentence clearer. They may have to add more information. Have students share their paragraphs with partners and discuss information they should add.

Edit

Work with a partner Have students read their letters to a partner. The partner should listen carefully and ask writers to clarify unclear ideas. Writers should take notes of useful suggestions.

Read Your Letter to the Class

Take notes Have volunteers read their letters. Tell listeners to take notes. After students have shared their work, allow time for others to revise their letters by adding ideas that occurred to them as they listened.

Writing Checklist

Edit and revise Remind students to use the Writing Checklist as they review their first drafts. Have them ask and answer each question on the checklist. If they can answer yes to each, they have finished the task.

Writing Support

Grammar: Irregular verbs Past tense verbs usually end in *–ed*. Explain that some English verbs have irregular, or unusual, past tense spellings. Some of these irregular verbs are in the chart. Tell students that they have to learn these past tense spellings. Practice using each irregular past tense verb in a sentence.

Progress Check

Milestones Tracker

Teacher Resources: *ExamView®*

The **Progress Check** is the post-assessment section of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings

accomplish: to meet a goal; *destination*: a place where someone is going; *escorts*: guides or companions; *stun*: to render speechless; *corps*: group or organization with a common goal; *engage*: to be involved or participate in; *invest*: to give time, effort, or energy to; *mission*: the purpose of a business or organization; *standard*: a high ideal against which other things are measured

Academic Vocabulary

image: a mental picture of someone or something; *attitude*: an opinion or way of thinking; *reveal*: to show over something that is hidden or secret

Reading Strategies

Answers: readers describe mental images they imagine [illegible] things in a text look, taste, smell, sound, and feel. Describing mental images helps you connect to a text. Text evidence provides support for a point the author [illegible]

Text Genres

Novel (excerpt); brochure

Reading Comprehension

Code Talker is about the Navajo code creators who [illegible] lives in World War II.
The "City Year" brochure describes the programs at City Year, a service organization.

Literary Element

Idioms are phrases that don't carry the exact meaning of the words. Writers use idioms to make the text more interesting.

Spelling

[illegible] photograph, and emphasize.

Writing Conventions

A bulleted list helps you to highlight important ideas [illegible]

Listening and Speaking

Phrases for Conversation *I disagree; I don't think so; I think differently* are phrases we can use in a discussion to disagree.

Vocabulary Development

[illegible] give the definitions of words.

Grammar

[illegible] the present perfect tense, add the auxiliary [illegible] or has before the verb. For example, *Jenna [illegible] danced all night.*
The past perfect tense describes an action that was completed in the past before another action. Future perfect tense describes an action that will take place in the future before another event occurs.

Writing Support

[illegible]hs Some verbs, such as *swim*, don't have an *–ed* ending. The past tense of *swim* is *swam.*

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **accomplish, destination, emphasize, escort, stunned**	290
	• **corps, engage, invest, mission, standard**	304
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **image**	291
	• **attitude, reveal**	302
Reading Strategies	What do readers do when they describe mental **images**?	291
	What does text evidence provide?	305
Text Genres	What is the text genre of *Code Talker*?	292
	What is the text genre of "City Year"?	305
Reading Comprehension	What is *Code Talker* about?	303
	What is "City Year" about?	309
Literary Element	What is an **idiom**?	303
Spelling	Name three words that use the combination *ph*.	309
Writing Conventions	What does a bulleted list help you to do?	309
Listening and Speaking	**Phrases for Conversation** Name two phrases that express disagreement during a discussion.	310
Vocabulary Development	What kinds of information do most dictionaries provide?	311
Grammar	How do you form the present perfect tense? What kinds of actions do the past and future perfect tenses describe?	312–313
Writing Support: Grammar	How is an **irregular verb** different from a regular verb?	315

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

A Year in the City

1 After graduating from high school, I wasn't sure what I wanted to do. I thought I would try something different. I wanted to go out in the world and help people. After reading the City Year brochure and meeting some City Year workers, I knew it was for me.

2 I jumped in headfirst. I became an after-school mentor for elementary school children. We planted gardens, painted murals, and wrote letters to city council members about important issues.

3 When I wasn't working with the children, I was involved in engaging the community on social issues. We emphasized diversity and service. It may sound like I gave a lot of myself that year. However, I really gained so much more than I gave. City Year changed me so that, even today, I still work to improve my community.

1 **What does the word emphasized mean in the following sentence?**

> We emphasized diversity and service.

- **A** did
- **B** stressed
- **C** revealed
- **D** invested

2 **What details help you visualize the children's activities?**

- **A** I jumped in headfirst.
- **B** I became an after-school mentor for elementary school children.
- **C** We planted gardens, painted murals, and wrote letters to city council members about important issues.
- **D** It may sound like I gave a lot of myself that year.

3 **Which sentence contains an idiom?**

- **A** After graduating from high school, I wasn't sure what I wanted to do.
- **B** I jumped in headfirst.
- **C** When I wasn't working with the children, I was involved in engaging the community on social issues.
- **D** City Year changed me so that, even today, I still live to change my community.

4 **What is the text genre for this passage?**

- **A** poem
- **B** persuasive essay
- **C** textbook excerpt
- **D** autobiographical short story

Writing on Demand: Business Letter

Write a business letter to a local organization that helps others; for example, a soup kitchen, an after-school program, or a nursing home. Ask what they do and how you can volunteer. **(20 minutes)**

Writing Tip
Remember to use formal, polite language.

Study Skill

Critical thinking Critical thinking is the ability to make judgments about information we read or hear. To help your students become critical thinkers, remind them to ask themselves these questions:

- What is the purpose?
- What conclusion does the author or speaker reach about this issue?
- What are the author's or speaker's reasons for believing as he or she does?
- What is the author trying to persuade me to think or do?Has the author or speaker used facts or opinions?
- Has the author used details or examples that support his or her opinions?
- Has the author or speaker used emotional words to persuade me to agree?
- Do I agree with the author, or do I want more information before making up may own mind?

Unit 5 • Chapter 1 Check Your Progress

- **Assessment Book:** Unit 5, Chapter 1 Quiz
- **Teacher Resources:** *ExamView®* Unit 5, Chapter 1 Quiz
- **Milestones Tracker:** Unit 5, Chapter 1 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies

Remind students to read all the possible answers to a multiple choice question before choosing an answer. Students should eliminate answers they know are incorrect and choose the one that makes the most sense from the answers that remain.

Answers
1. B
2. C
3. B
4. D

Writing on Demand: Business Letter

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret the writing prompt** Remind students to look for the important words in the writing prompt. Important words tell about the topic and the style of the essay. ***Ask:*** *Which words tell who you should write the letter to?* (local organization) *Which words tell what you should be writing about?* (Ask what they do and how you can volunteer.) ***Say:*** *Check the prompt as you write to make sure you are not forgetting anything. Look at the writing tip next to the prompt. It will help you to write your letter.*
- **Organize quickly** Remind students to use proper business letter format. It should include their address at the top right, and the business address on the next lines at the top left. The date should appear beneath the business address. Remind them to tell where they heard of the organization in the first paragraph and ask their question in the second paragraph.
- **Revise** ***Say:*** *Look back at the prompt and make sure that you have included everything the prompt asks for. Add any other details when you revise.*
- **Edit** Remind students to make sure that every sentence starts with a capital letter and ends with appropriate punctuation.

Reading Fluency

Choral Reading "A Year in the City," paragraphs 1–3

Objectives

Reading Strategies
Say: Every author has a style, or way they like to write. Good authors adjust their style for the audience or purpose. Someone writing a speech will not write in the same style that they would an article. ***Ask:*** *Would you expect to see an interview with another person in a speech?* (no) ***Say:*** *But you might see that in a magazine article.*

Listening and Speaking
Say: *These readings are all about community service. Each reading tells how a person or a group helps others.* ***Ask:*** *What would you like to [illegible] help your community or your family? How could you get others to help you?*

[illegible] *are special verb forms called verbals. [illegible] are used as nouns or adjectives in [illegible]. You have to look carefully for verbals [illegible] they can be confusing.*

[illegible]-Assessment
Say: A speech is something that someone says aloud. Usually a person speaks to a larger group of people [illegible]eches give information. They can also try to convince people of something.

[illegible]-Assessment
Select items from the **Assessment Program** [illegible] **Resource CD-ROM** with *ExamView®*.

[illegible] Focus Question

[illegible]tions Discuss what students [illegible] to help other people. It could be someone in their family, or a stranger.
Ask: [illegible] you feel as you were helping? How did you feel afterward?

[illegible]uestion Sample Answer
When you do something for someone else, you gain [illegible]faction and pride in return.

About the Reading

[illegible]nage *Ask: What is this picture [illegible] may see that it is an old-fashioned [illegible] is this a modern picture or one from a long time ago?* (a long time ago) *How do you know?* (Telephones look different today.)

CHAPTER 2

Objectives

Reading Strategies
Analyze text structure; Recognize author's style

Listening and Speaking
Give a persuasive speech

Grammar
Use verbals

Writing
Write a response to literature

Academic Vocabulary

structure	**promote**
propose	**outcome**
logical	

Academic Content

Inventions
Presidential inauguration

Chapter Focus Question

When you do something good for another person, are you also doing something good for yourself?

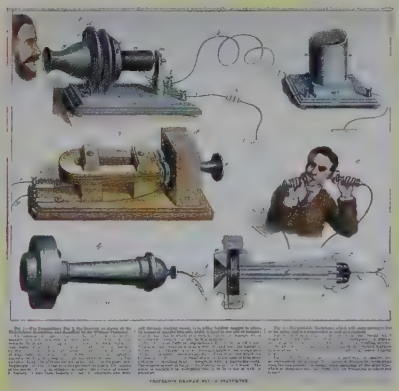
Reading 1 **Content:** Science
Magazine article
COMMUNITY SERVICE
by Chris Jozefowicz

Reading 2 **Literature**
Speech (abridged)
INAUGURAL ADDRESS
by John F. Kennedy

COMMUNITY SERVICE

About the Reading

Do you think you could invent something that could make a difference in the world? In "Community Service," you will read about how some teenagers worked together to invent a device that makes a difference in the lives of others.



Differentiated Instruction • Use Prior Knowledge

Scaffolding

Have students think about inventions they use every day. Make a list on the board. (telephones, computers, cars) Discuss the list. ***Ask:*** *How would your lives be different without this invention? Do you think people would agree to get along without these things? Explain your opinion.*

Extension

Have students work in pairs. Together, they should invent a machine to help students. Have them describe their invention and its purpose. They should also be prepared to explain how it would help students. Have pairs share their inventions with the class. The class can then vote on which device they think might be most useful.

Before Reading 1

Build Background

Inventions

What is an invention? It is a new device developed from study and experimentation. Think of the cellular phone, the Internet, and the MP3 music player. These are fairly recent inventions. Other inventions are very old, like the wheel. A person who creates an invention is an *inventor*.

Inventions can solve a problem, or they can make life easier or more enjoyable for people.

Some inventions help people with disabilities, for example, people who can't walk or hear or see well. These inventions can make a big difference in people's lives.








Use Prior Knowledge

Choose the Best Invention

With a partner, decide on and make a list of the ten best inventions of all time. How did each invention make a difference in the world? Then choose the best one on your list and share your choice with your classmates. Finally, as a class, vote for the best invention.

Invention	What difference did it make?	Best Invention (check one)
telephone	improved speed of communication	

Unit 5 • Chapter 2 Before Reading 1

Build Background

Inventions

- **Use prior knowledge** Have students make a list of the inventions they use each day. Ask them how each invention makes their lives easier or better.
- **Relate to personal experience** Have students talk about inventors. ***Ask:*** *Who are some famous inventors?* (Sample answers: The Wright brothers: airplane, Henry Ford: assembly line, Benjamin Franklin: bifocals, Levi Strauss: jeans) *What skills should an inventor have?* Make a list of their suggestions on the board.

Reading Fluency

Paired Reading Build Background

Use Prior Knowledge

Choose the Best Invention

Teacher Resources: Graphic Organizers: Three-Column Chart

Making connections Have students use the **Three-Column Chart** on page 319 to list inventions they know. Fill in the first column as a whole group. ***Say:*** *The next column asks, What difference did that invention make in our lives? How has the telephone made our lives different?* Continue asking questions for all the inventions on the list until column two is completed. Then have students fill in the third column on their own. Afterward, have student volunteers share how they chose the best inventions. Have them discuss their reasoning.

Social Studies Connection

Discuss examples Lead students in a discussion of inventions. Some inventions are helpful. Motorized wheelchairs help people who cannot walk. A pacemaker helps a weak heart. Other inventions are useful. A microphone makes your voice louder. An MP3 player helps you to carry your entertainment with you. Discuss other inventions. Have students list them in two columns: *Helpful* and *Useful*.

Home Connection

Asking questions Have students interview family members about their favorite inventions. Begin by helping them to come up with questions. For example, "*What invention is your favorite?*" "*What does it do?*" "*Why is it your favorite?*" "*Is it something that helps you?*" "*Is it something that you enjoy using?*" Have students return with the results of their interviews to share them with the class.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connection

device *(agent, contraption, equipment, mechanism, utensil)*
fine-tune *(adjust, calibrate, set, tweak)*
garbled *(confused, corrupted, distorted, jumbled, warped)*
incident *(adventure, episode, event, happening, occasion)*
launch *(cast, catapult, eject, fling, shoot)*
motivate *(cause, excite, inspire, prompt, sway)*
Have students use **Word Webs** to understand word connections.

- **Learn vocabulary** Help students familiarize themselves with the vocabulary by using them in context. First, review each word and its meaning. Give an example sentence to accompany each word. For example, "*A calculator is a useful device. It can help me do difficult math calculations.*" "*When we edit our writing we fine-tune the words. Each time we make it better.*" "*The message was garbled. I did not understand it.*" Ask students to come up with their own sentences for each word.
- **Vocabulary development** Assign each student one word to teach to the class. Students should present the word with their own explanation or definition.
- **Extend** Tell students to use these Key Vocabulary words in normal conversation with each other. Remind them to use these words outside of school as well.

Learn Vocabulary Answers

...to adjust slightly for a higher level of ... (an electrical or mechanical ... or implement); garbled (hard to understand); incident (an event or occurrence); ...ed (gave someone a reason to do something); ... (put into operation)

...Vocabulary Answers

..., 4. C, 5. B, 6. E

...cabulary Independently Sample ...

... Answers

... a recipe includes adjusting the spices, ... the food longer, or adding more of an ...

... feel motivated by praise, recognition, a ... money.

Before Reading 1

Key Vocabulary

- device
- fine-tune
- garbled
- incident
- launch
- motivate

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Use the context, or the information that appears around the **highlighted** word, to determine its meaning.

For years, Alexander Graham Bell tried to **fine-tune** a machine called a telegraph, that could send signals by wire. He knew the telegraph was a great communication **device**, but he wanted the machine to do even more. At one point, Bell heard noises over his new instrument, but the sounds were **garbled** and difficult to understand. This **incident** had a significant impact on Bell. That small success **motivated** him to keep trying. Eventually, he **launched** a new, exciting way of communicating, and he called it a telephone.



Alexander Graham Bell invented the telephone.

Practice Vocabulary Match the Key Vocabulary word to the situation on the right that best reflects the meaning of the word. Look for clues in the words in **bold**.

1. **device**
2. **fine-tune**
3. **garbled**
4. **incident**
5. **launch**
6. **motivate**

a. The broken speakers made his words **hard to understand.**
b. Rockets **take off** from the Florida coast.
c. Falling down on the stage was the most embarrassing **experience** of her life.
d. He handed me a **special tool** for fixing my bicycle.
e. Good teachers **inspire** me to study more.
f. He **makes many little adjustments** to make the car run better.

Use Vocabulary Independently For each Key Vocabulary word, identify one synonym, or word that means nearly the same thing.

Checkpoint

1. What kinds of things can a cook do to **fine-tune** a recipe?
2. What reward might **motivate** you to complete a difficult task?

Vocabulary Log | Workbook page 209 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Have students fill in the correct vocabulary word in the following sentences.

1. *Adam played basketball every day to _____ his skills. (fine-tune)*
2. *Julie always mumbles when she speaks. Every word is _____. (garbled)*
3. *I need to report this _____ to the principal's office. (incident)*
4. *Your cell phone is the smallest _____ I have ever seen! (device)*
5. *On warm, spring days, it is hard to _____ students to work. (motivate)*
6. *NASA will _____ the space shuttle on Tuesday. (launch)*

Extension

Have students create a story using the vocabulary words. First, have groups of six write each word on an index card. Place the cards in front of the group. Ask a volunteer to choose a word and begin the story. They must use the word they have chosen in the story beginning. Then have the person to the left of them continue the story using another word that they have chosen. Each time, they remove the word card from the table so it cannot be used again. The sixth person ends the story with the last word on the table.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
structure *noun*	the way that parts are put together or organized	The most basic sentence **structure** is the simple sentence, which has a subject and a verb.	
propose *verb*	to suggest or recommend	We weren't sure what to order. The waiter **proposed** that we try the chef's special dish.	
logical *adjective*	showing good sense or reason	The friends wanted to enter the old abandoned house but decided not to because they knew it would not be safe. This was a **logical** conclusion.	

Draw a picture and write a sentence for each word.

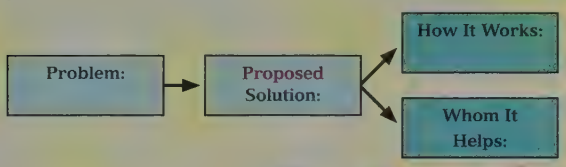
Reading Strategy

Analyze Text Structure

Text **structure** is the way an author organizes his or her ideas. Analyzing the **structure** of a reading will help you better understand its purpose.

The article "Community Service" has a problem/solution **structure**. In this kind of text, a problem is identified and a **logical** solution is **proposed**.

As you read, note the problems presented in the article. When you finish, create a flow chart like the one here.



Checkpoint

1. Describe the basic **structure** of this textbook.
2. Is it **logical** to say that everything great has already been invented? Explain your response.

Vocabulary Log | Workbook page 210 | Independent Practice CD-ROM/Online

Classroom Management

Teacher modeling Walk around the room as students work in groups, Listen to what groups are saying. If a group needs some structure, join their activity as if you were a student. Ask questions that students should be asking. Then move on to another group.

Social Studies Connection

Discuss examples Tell students that we use many inventions every day. Have students brainstorm a list of inventions and machines. Have each student choose an invention. Then have them go to the library and do research to learn more about this invention to share with the class.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

structure *(arrangement, configuration, framework, skeleton)*

propose *(nominate, offer, solicit, present, volunteer)*

logical *(coherent, convincing, obvious, pertinent, relevant)*

Have students work in pairs to create a **Word Web** for each academic word.

- **Guided practice** Read the first word and the definition from the chart on page 321. ***Ask:*** *What kinds of things are put together or organized?* (Answers may vary. Sample answers: books, chairs, cars) *How is that an example of a structure?* Read the next word. ***Ask:*** *Can anyone suggest a good book for me to read?* ***Say:*** *That is a proposal. You propose that I might enjoy that book.* Read the final word. ***Say:*** *Name in your family who always has good sense. That person is logical.*
- **Identify word relationships** ***Say:*** *Structure can mean a building. It can also mean something, like a lesson, that is well organized. Structure means organization. The parts of a building and the parts of a lesson have to have structure.*

Reading Strategy

Analyze Text Structure

Preteach ***Say:*** *Text structure helps the writer organize ideas. One text structure is problem/solution. The author tells the problem at the beginning. Then the author tells about possible solutions. The text ends when the problem is solved.*

Reading Fluency

Repeated Reading Reading Strategy

Checkpoint Sample Answers

1. Students will say that the book is organized into units with two chapters per unit, exercises that appear before and after the reading, and two readings per unit.
2. Most students will say that this is not a logical statement. New inventions are created all the time, and there is no way of knowing what great creations could be invented in the future.

Text Genre

Informational Text: Magazine Article

- **Relate to personal experience** Ask students to share the kinds of magazines they like to read. Explain that different magazines are marketed to different people. Some magazines are for people in business. Some magazines are written for parents. Some are written for teens. ***Ask:*** *How do you know you will be interested in a magazine that you see on the stand?* (by the pictures and article names on the cover)
- **Examine features** Explain that magazines have a table of contents that lists its articles. Magazines also have advertisements. Magazines usually use glossy paper, and have lots of pictures and soft covers. ***Ask:*** *What kinds of features do you find in magazines?* (information about the writers, a letter from the editor or publisher)

[illegible] Author

Chris Jozefowicz enjoys science and likes to write articles about science. The article "Community Service" is not a scientific article. However, science articles usually have a problem/solution format. "Community Service" is organized the same way.

[illegible] Focus Questions

Preview Explain that students should think about the Reading Focus Questions as they read "Community Service." They will revisit the questions after reading the selection.

Reading Focus Questions Sample Answers

1. All of the inventions provide a service for people in need.
2. One possible purpose was to publicize the great ideas of some fairly young people. Another possible [illegible] communicate helpful inventions to people who might need them.
3. None of these ideas is limited to a single community. There is a need for devices that help the elderly and the hearing impaired, as well as innovative building products all over the world.

Checkpoint Answers

1. It presents informational or expository nonfiction writing.
2. [illegible] of the information in a work is [illegible]

Text Genre

Informational Text: Magazine Article

A **magazine article** is an informational text that presents nonfiction writing. Magazine articles can be about almost any topic you can imagine. Most articles share the following features.

Magazine Article	
organization	order, or **structure**, of the material presented in the article
coherence	clarity of order; having every sentence, paragraph, and section in an order that helps a reader to understand the subject
unity	the sense that all of the material in an article is related or connected in some way



Meet the Author

Chris Jozefowicz was born in Detroit, Michigan. As a child he was fascinated by the natural world and animals, particularly insects. He studied biology and did laboratory research in evolutionary biology. After five years of working in a lab, he decided he liked learning about all kinds of science, not just biology. He became a science journalist and has been writing and learning about science ever since. Chris Jozefowicz lives with his wife and daughter.

Reading Focus Questions

As you read, think about these questions.

1. How does this article connect to the theme of "making a difference"?
2. What was the author's purpose in writing this article?
3. How can the inventions described in the article help people around the world?

Checkpoint

1. What kind of writing does a **magazine article** present?
2. In your own words, describe what it means for an article to have **unity**.

Workbook page 211
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Bring several magazines to class. Have students look through them and identify their parts. (table of contents, letters to the editor, advertisements, articles, samples, games) Have students tear out one example of each item and make posters explaining what each is. On the advertisement page, for example, the student might write, *"Advertisements try to sell products to the reader."*

Extension

Have groups of students come up with an idea for a magazine. Ask them to decide on an audience, types of features, and kinds of products they would want to advertise. Have the group come up with a magazine name. As a group, have them design a cover. Their covers should list some of the articles and other features their magazine would include. Have groups share their magazine ideas with the class.

Reading 1

Content
Science

COMMUNITY SERVICE

by Chris Jozefowicz

1 Several years ago, Ashley LaRose's grandmother had to get out of bed one night. Unable to reach the bedside lamp, she got up in the dark, accidentally tripped, and broke her hip.

2 Though the broken hip was a **hardship** for Ashley's grandmother and her family, the **incident** also inspired Ashley and three of her friends. The four eighth graders invented the Auto-MAT-ic, a **device** that protects elderly people from injury when they get out of bed at night.

3 The students entered the Auto-MAT-ic in the Christopher Columbus Awards, an annual science competition for middle school students. The competition encourages students to use science and **engineering know-how** to solve problems in their communities.

Safety Switches

4 The Auto-MAT-ic is a floor mat that **activates** a light connected to it. The mat contains a pressure-sensitive switch that when stepped on completes an *electrical circuit*. A circuit is a path of wires and switches through which an **electric current** flows. When the circuit in the mat is complete, the light goes on.



hardship difficulty
engineering building or constructing
know-how ability, knowledge
activates turns on, triggers
electric current flow of electrical power

Reading Strategy

Analyze Text Structure What problem did Ashley and her friends find a solution for?

Reading Check

1. **Recall facts** What grade was Ashley's group in when they invented the Auto-MAT-ic?
2. **Explain** How does the Auto-MAT-ic help the user?
3. **Speculate** Besides the elderly, who else might use the Auto-MAT-ic?

Cultural Connection

Universal access Tell students that there are many magazines in different languages in the United States. Encourage students to bring in magazines or newspapers written in other languages they know. Have students share the periodicals with the class. Discuss the features that most magazines share: covers, table of contents, articles, advertisements, etc.

Writing Strategies

Build background Have students look through magazines. Ask them to decide the audience for a magazine of their choice. Remind them that the articles, the advertisements, and the pictures are clues. Have students think about who they would write a magazine for. Would it be for students? Would it be about a hobby? Would it be about a favorite activity? Have students write down what kind of articles, products, and advertisements might go in their magazine.

Unit 5 • Chapter 2 Reading 1: Content

Read the Selection

CD 3, Track 9 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Teacher read aloud** Read page 323 aloud as students follow along in their own text. Read at a normal pace and use standard intonation patterns. Pause briefly between paragraphs.
- **Preview headings** Point to the subheading on the page. ***Say:*** *This heading says "Safety Switches." I think this part of the article will be about how the device called a safety switch works.* Explain that titles and headings give us information. Sometimes an interesting title and exciting headings can make you want to read a magazine article. ***Ask:*** *Which title seems more interesting: Test Scores or How to Pass Every Test?*

Reading Fluency

CD Assisted Reading "Community Service," paragraphs 4–7

Reading Strategy

Analyze text structure ***Say:*** *This article has a problem/solution text structure. The author states the problem in the first two sentences.* ***Ask:*** *What is the problem?* (Ashley LaRose's grandmother got out of bed at night and broke her hip.) *How was the problem solved?* (Ashley invented a mat that turns on a light.) *Where does it tell Ashley's solution?* (paragraph 2)

Reading Strategy Answer
They found a way to protect elderly people from injury when they get out of bed at night.

Reading Check Answers
1. Ashley's group was in 8th grade when they invented the Auto-MAT-ic.
2. The Auto-MAT-ic allows you to turn on a light without having to use your hands.
3. Anyone who cannot reach or turn on a light could benefit from the Auto-MAT-ic.

Read the Selection

- **Preteach vocabulary** Preview the boldfaced words on page 324. Read each word and look for context clues that explain their meanings. The words *prizes* and *$25,000* can help students to understand the word *grant* in paragraph 5. Have students look at the definitions at the bottom of the page for help understanding all the words.
- **Guided reading** Lead the reading for page 324 and monitor comprehension of the text by asking students to paraphrase what you have just read.
- **Interpret the images** Have students look at the images at the bottom of the page. ***Ask:*** *Who is in the photo?* (Ashley LaRose and her friends) *Why are they all wearing the same clothes?* (because they are part of the same team)

Reading Strategy

Strategy ***Say:*** *Understanding the problem makes it easier to find a solution. Ashley and her friends had a problem. They had to make the Auto-MAT-ic small enough to use.* ***Ask:*** *How did they solve this problem?* (by using a microchip)

Reading Strategy Answer
Ashley should shrink the complicated circuitry that might have been bulky or complex.

5 Ashley's team won one of the Columbus competition's top prizes, a $25,000 **grant** given to help turn a project into a **marketable** product. (Each team is allowed to spend only $100 on its entry.) With the money, the girls formed a company and partnered with an electronics **manufacturer**.

Reading Strategy
Analyze Text Structure
What possible problem does the microchip solve?

6 The partnership has enabled the girls to shrink the **circuitry** in the Auto-MAT-ic and put it on a small *integrated circuit*, or **microchip**, that will be part of the mat. The team hopes the Auto-MAT-ic will be manufactured for sale within a year.

7 Marilyn Hamot Ryan, one of Ashley's teachers at Saddle Brook Middle School in Saddle Brook, N.J., and the coach for the project, says that a Columbus Award does more than teach science and engineering. "I love to **motivate** the kids with the **prospect** of making a difference in their communities," she says. "It really comes down to, What can you do to make this a better place to live?"



Columbus Foundation Community Grant winners, the Auto-MAT-ic team

grant money given for a specific purpose
marketable sellable
manufacturer maker
circuitry arrangement of electrical wiring
microchip tiny piece of material that can hold a series of electrical pathways
prospect possibility

Differentiated Instruction • Reading Comprehension

Scaffolding
Reread paragraph 6 with students. Tell them to raise their hands when they get to an important piece of information. Read the first sentence, pausing after the word *prizes*. As you read *a $25,000 grant*, stop. ***Ask:*** *Why is this piece of information important?* (because the grant helped Ashley and her friends partner with a manufacturer) Continue reading the rest of the paragraph. Raise your hand at the words *partnered with an electronics manufacturer.* Discuss why partnering with a manufacturer helped the girls with the Auto-MAT-ic.

Extension
Have students work in pairs to write questions about what they have read. (For example, *"How did the grant help Ashley? Why was the microchip important? Who encouraged Ashley and her friends?")* Students should try to answer the questions themselves by looking for the answers in the text. (The grant gave them enough money to partner with a manufacturer. The microchip made the circuits small so that the product could be useful)

Silent Signals

8 The desire to make a difference in a community has **launched** Ryan's students to success at the Columbus Awards before. Several years ago, a Saddle Brook team submitted the IllumaCoach, a **device** that sends coaching signals to deaf soccer players. The team didn't win a big grant, but it did receive scholarship money ($3,000 per student) and has since **patented** the invention.

9 Kara Naegely, one of the three seventh graders who made up the team that year, says she had to learn how to work with electronics and radio **signals** to build the **device**. "It works almost like a **walkie-talkie**," she says.

10 The IllumaCoach has two parts. One is a handheld push-button controller. A coach pushes the buttons on the controller, sending radio waves to the second part, a small box that a deaf player wears on his or her wrist. The signal makes the wrist unit vibrate and display a pattern of colored lights. The pattern is a code that the coach and the player have worked out beforehand.



Reading Strategy

Analyze Text Structure What problem did the IllumaCoach team invent a solution for? What was their solution?

Reading Check

1. **Recall details** What prize did the IllumaCoach team win?
2. **Analyze** The Latin root *lum* means "light" or "shine." Why is "IllumaCoach" an appropriate name for this invention?

patented registered an invention so that others can't produce it without permission
signals impulses or waves that carry sound
walkie-talkie radio **device** able to send and receive voice signals at short distances

Science Connection

Relate to personal experience Have students think of things that could be improved in their own homes. For example, they might have a sibling who leaves art supplies lying around. Their parents might need help planning family dinners. Have them come up with a product that could solve those problems. It could be a self-organizing art supply bin or a computer program that keeps track of recipes and everyone's favorite foods. Have them tell about their invention and how it could help the family.

Listening and Speaking Strategies

Additional practice Some students may need more help getting used to English words. To facilitate this, play the audio recording of this text in class. Let students know that they can listen to the selections on tape. If students wish to, they can listen to the text as they follow along in their student books. This additional practice listening to English will help them to get used to the sounds of the words.

Unit 5 • Chapter 2 Reading 1: Content

Read the Selection

- **Preteach vocabulary** Draw students' attention to the name *IllumaCoach.* Have them note the odd spelling. ***Say:*** *English words do not usually have uppercase letters in the middle.* Explain names of products or companies like to stand out. So they use unusual names and spellings to attract attention. Mention the earlier invention, Auto-MAT-ic, on page 324.
- **Mechanics Connection** Point out the hyphenated words *walkie-talkie* and *push-button.* ***Say:*** *If you look at the words separately, you can tell what they mean. Walkie-talkie has the words "walk" and "talk."* ***Ask:*** *What do you think this device is for?* (walking and talking at the same time) ***Ask:*** *How do you think a push-button device works?* (by pushing a button)
- **Interpret the image** ***Ask:*** *What does the photo show?* (people playing soccer) *How does this photo relate to this part of the article?* (It is about a device that helps hearing-impaired soccer players.)

Reading Strategy

Practice the strategy Have students look for the problem that needed to be solved in this section. ***Ask:*** *What else did Ryan's students invent?* (the IllumaCoach) *Who does it help?* (hearing-impaired soccer players) Have students reread the sentence that explains what the IllumaCoach does and who it is for.

Reading Strategy Answer
Before this invention, deaf players couldn't hear their coaches during play. The IllumaCoach team invented a device that sends coaching signals to hearing-impaired soccer players through a vibrating wristband.

Reading Check Answers
1. The teammates each won $3,000 scholarships.
2. IllumaCoach is a good name because the wrist receiver lights up, and it communicates coaching signals. The name combines those two features.

Read the Selection

- **Read silently with support** Have students read page 326 silently. Allow them to turn to another student for help understanding vocabulary or a confusing passage, if necessary.
- **Analyze text structure** Reread the explanation that Kara gives about frequencies. ***Ask:*** *What was the problem?* (The frequency of the IllumaCoach could interrupt cell phones.) *How was this problem solved?* (The frequency had to be fine-tuned.) *Does this problem and solution support the text structure?* (yes)
- **Interpret the image** Have students look at the picture on the page. ***Ask:*** *What does this picture show?* (LED numbers, a radio dial) *What do you think this part of the article will be about?* (radios; how radios help people)

Fluency

Intonation and Type Cues "Community Service," paragraphs 13–16

Reading Strategy

Structure Have students reread paragraph 11. ***Ask:*** *How do radio waves interfere with signals? What happens to your message if someone else is on your frequency?* (Sometimes radios operate on the same frequency. Then, the signal is interrupted and you don't hear the message.)

Strategy Answer
Devices causing interference and garbled messages; Kara had to fine-tune the frequency of the waves to prevent interference.

Reading Strategy

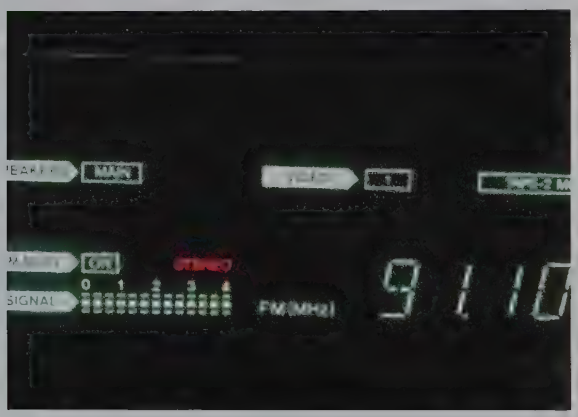
Analyze Text Structure
What problem did the IllumaCoach team run into? What solution did they find?

11 Kara says the team had to **fine-tune** the *frequency* of the radio waves. Frequency is a measure of how many radio waves pass a point in a given amount of time. Radio signals that are broadcast to **devices** such as TVs, radios, and cell phones move on different frequencies. Kara says her team put the IllumaCoach on a **unique** frequency to prevent *interference*, the **garbled** messages that result when a receiver picks up multiple radio signals.

12 "We made sure the frequency was different than cell phones because we didn't want them to interfere," Kara says.

Straw Structures

13 The Saddle Brook team took the IllumaCoach to the Columbus Award finals in Florida in 2001. The same year, four girls from the Crow Indian Reservation in Crow Agency, Mont., won $25,000 for their entry, the Rez Protectors, a building made of straw.



A radio frequency

unique one of a kind

Differentiated Instruction • Reading Comprehension

Scaffolding

Say: *Kara and her team had a few problems with the IllumaCoach.* Reread paragraph 11 slowly. Ask students to raise their hands when you come to a problem. To model this, raise your hand at the phrase, "garbled messages." ***Ask:*** *What solved the problem that Kara and the team had with garbled messages?* (putting the device on a different frequency) Have students find the section that describes how many devices also use radio frequency. Discuss how many frequencies the team might have tried to get one that worked well.

Extension

Point out the word *interference* in paragraph 11. ***Say:*** *Interference is a multiple-meaning word. It can be used many different ways.* Have students look up the meanings of interference in a dictionary. Ask them to choose three definitions and to write a sentence that illustrates each meaning.

14 Jack Joyce, the Crow team's science teacher and coach, says the girls were trying to answer a need for warm, inexpensive buildings on the reservation. Some community members worried that buildings made of straw would be **flimsy** or *flammable*—prone to **combustion**. "I call it the '**Three Little Pigs syndrome**,'" Joyce says. To **dispel** any doubts, the students ran experiments that showed that straw **bales** covered in plaster are safe, sturdy building blocks.

Reading Strategy

Analyze Text Structure What problem was the Crow team trying to solve?

15 When straw is packed together, it has a high **thermal resistivity**—heat does not flow easily through it. That **property** helps straw-bale buildings hold in warmth during the winter and keep it out during the summer. The girls demonstrated thermal resistivity by heating the air with a **blowtorch** on one side of a straw-bale wall and recording the temperatures on the other side.

16 The girls' project also excited Oprah Winfrey, and the talk-show host donated even more money. The girls have partnered with a construction company and built a straw-bale study hall on the reservation. "[The project] took science out of the textbook and out of the classroom," says Joyce, "and put it in real life."

Build Your Knowledge

Use context clues in the words, sentences, and paragraphs to find the meanings of the boldfaced words before reading their definitions below.



Reading Check

1. **Recall facts** What were the Crow team's buildings made of?
2. **Identify** Who helped the Crow team build their study hall?
3. **Make a judgment** Do you think the Rez Protectors are a worthwhile invention? Why or why not?

flimsy thin and weak
combustion catching on fire
Three Little Pigs syndrome fear that a house will fall down easily
dispel cause to go away
bales large, dense cubes of loose material, such as straw, tied together
thermal resistivity resistance to highs and lows in temperature
property quality
blowtorch hand-held tool that gives off a flame of very high temperature

Contrastive Analysis

English language conventions Point out the words *frequency* and *unique* in paragraph 11. Pronounce the words for students. Point out that *qu* is pronounced differently in the two words. Students may not be familiar with *qu* making a */k/* sound. Let them know that this is an irregular English pronunciation, which comes from French.

Writing Strategies

Take notes Explain that since they know the structure of this text is problem/solution, they can take notes under those headings. Have students draw a **Two-Column Chart.** In the first column, they should write, "Problems" and in the second column, "Solutions." Ask students to list the problems and the solutions that they have read about in the article so far.

Unit 5 • Chapter 2
Reading 1: Content

Read the Selection

- **Preteach vocabulary** Go over the boldfaced words on the page. Tell students that they are not expected to know all of these words. Point out the phrase *thermal resistivity.* ***Say:*** *This is a technical term. People not familiar with chemistry would not know what this means.* Explain that sometimes technical language is used to explain something. We must look up the definition to understand what it means, and try to understand any explanation in the text.
- **Inquiry reading** Tell students to look for the problem and solution on this page. Then have students read page 327 silently. When they are finished, ask volunteers to point out the problem and solution.
- **Establish context** Point out the phrase *three little pigs syndrome* in paragraph 14. ***Ask:*** *Who knows the story of the three little pigs?* If some students are unfamiliar with the story, ask a volunteer to retell it for the class. ***Say:*** *The first pig's house was made of straw. The wolf blew it down easily. This person is saying that people think a straw house will not be useful.*

Reading Strategy

Analyze text structure Have students think about what Kara and her team did to figure out the correct frequency. ***Ask:*** *What do you think they had to do to find the right frequency?* (Try out many frequencies to find one that works.) *Trying several possible solutions is called experimenting. An experiment is a test to learn what works and what does not work. You keep trying different choices until you find a solution.*

Reading Strategy Answer
The Crow team was trying to find a way to build warm, inexpensive buildings on the reservation.

Reading Check Sample Answers
1. The buildings were made of straw bales covered in plaster.
2. Oprah Winfrey, a talk-show host, and a construction company contributed to the building of the study hall.
3. Answers will vary. Most people will agree that the Rez Protectors are a good invention. They address the problem of affordable, warm buildings, and their thermal resistivity and the use of straw may make them good for the environment.

Apply the Reading Strategy

Analyze Text Structure

Application Have students look at the flow chart on page 328. Draw a large one on the board. Together, identify three problems from the text. Write these three problems in the first box. Have students do the same. Then help them to identify what the solutions to those problems were. The solutions go in the second box. Ask students to work on the final two boxes independently. They should write how each device works and who it helps. Check to make sure their answers go in the appropriate boxes.

Answers
Answers will vary.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Additional Routine for Vocabulary

Resources: Graphic Organizers: Vocabulary Log

Word Connections
promote *(advance, advertise, popularize, recommend, sponsor)*
outcome *(result, event, conclusion, reaction)*
Have students use **Word Webs** to explore word meanings.

Help students understand new words
Point to the sample sentences in the chart. *Say: It's easier to understand a word when you see how it is used. Let's read the second sentence. It says the student studied all week. It also says that he or she got a good grade. The good grade was the* outcome. *The* outcome *shows what happened.* Tell students to look for context clues when they encounter unfamiliar words.

Checkpoint Sample Answers
1. Students might mention helping the elderly with [illegible] feeding the hungry, cleaning their [illegible] helping young children.
2. [illegible]y is the result or outcome of years of [illegible]

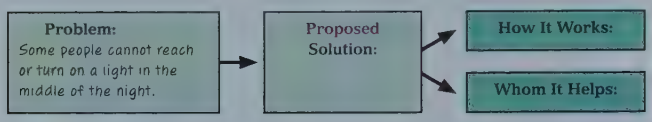
After Reading 1

Apply the Reading Strategy

Analyze Text Structure

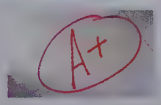
Now complete the Reading Strategy graphic organizer.

1. Review the **Reading Strategy** on page 321.
2. Create a flow chart like the one below.
3. Look back at the reading. Note the three different problems presented in the article.
4. Identify the first problem in the box on the left. Then identify the solution, how it works, and whom it helps on the right.
5. Create a separate flow chart for each of the three problems and solutions in the article.



Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
promote *verb*	to support; to contribute to the progress or growth of	Doctors **promote** a healthy diet that includes fruits and vegetables.	
outcome *noun*	end result or effect	The **outcome** of my studying all week was a good grade on the test.	

Draw a picture and write a sentence for each word.

Checkpoint

1. If you had to **promote** a cause, what would you choose?
2. How is graduation day an example of an **outcome**?

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Say: *In nonfiction, the author gives us information.* ***Ask:*** *What is the information in this text about?* (kids helping in their communities, inventions) *What inventions have we learned about?* (the Auto-MAT-ic, the IllumaCoach, and Rez Protectors) *Why were these inventions made?* (to help people) Have students choose the invention they think is the most interesting or helpful, and write three reasons why.

Extension

Have students think about the title "Community Service." Ask them to discuss how all of the details in the article support the title. Ask students if they think the title gives them a good idea of what the article is about. Have students pretend they are the editor for the magazine. Ask them to come up with different titles for the article. Remind them that the titles must be supported by the text. It must also be interesting so that people will want to read it.

Reading Comprehension Questions

Think and Discuss


Workbook page 212


Independent Practice CD-ROM/Online

1. **Recall details** Which two community service solutions won the Columbus competition's top prize?
2. **Evaluate** Imagine you were going to promote one of these inventions. Which would you choose? Why?
3. **Analyze the genre** Did the author present a clear, or coherent, **outcome** to the problem each team addressed? Explain your response.
4. **Analyze text features** Look back at the definition of unity on page 322. Do you think this selection has unity? Why or why not?
5. **Judge** What do you think of each of the inventions in this article? Did you like some more than others? Explain your answer and use Key Vocabulary words in your response.
6. **Revisit the Reading Focus Questions** Go back to page 322 and discuss the questions.

Text Element

Definitions

Many magazine articles offer new information to readers. To help readers understand this material, articles often include **definitions** or explanations of words and phrases. In this way, an article can teach vocabulary that is specific to the article's topic.

"Community Service" describes award-winning science projects. To best describe the projects, author Chris Jozefowicz included a number of definitions.

Each word below is defined or explained in "Community Service." Find the word in the selection, and write down the definition the article provides.

1. electrical circuit (page 323)
2. integrated circuit (page 324)
3. frequency (page 326)
4. interference (page 326)
5. flammable (page 327)

Checkpoint

1. How can an article teach vocabulary that is specific to the article's topic?
2. The five words from "Community Service" are related to what topic?


Workbook page 213


Independent Practice CD-ROM/Online

Writing Strategies

Engage the interest of the reader Remind students that articles are written to interest readers. Have students look at the text again. Ask students to tell Ashley LaRose's story. Then ask them to tell Kara Naegely's story. Each invention's story has its own characters, and its own events, or "story." Remind students to keep "the story" in mind when they write their own work.

Reteach and Reassess

Opportunities for practice Have students work in groups. Give each group several magazines that are age appropriate. Ask the groups to choose one article that they enjoy. Then ask them to come up with a list of alternative titles for the article. Remind them that the title should tell what the article is about. It should be interesting and make someone want to read it. Have students share the original titles and their revised titles. Ask them to tell why they think their title works better.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers

Question-Answer Relationships (QAR)

"Right There"

1. The Auto-MAT-ic and the Rez Protectors won the top prizes.

"Think and Search"

2. Sample answers: The Auto-MAT-ic can promote safety by preventing people from hurting themselves. The IllumaCoach promotes sports by making it possible for more people to play.

"Author and You"

3. Sample answer: Most students will agree that the outcomes, or solutions, were presented in a coherent way. They were described clearly and in a way that helped readers visualize the product.
4. Sample answer: Most students will agree that the article has unity. Each section presents a problem and a solution. Each paragraph is about the Columbus competition entries.

"On Your Own"

5. Answers will vary.

Revisit the Reading Focus Questions

6. See page 322 for sample answers.

Text Element

Definitions

Clarify and explain Point out the difficult or technical language in the reading selection. ***Say:*** *To describe the devices, the author had to use some difficult language. The author explained this language in the text.* Have students look for other difficult words in the text and identify how the author defined them as part of the article.

Reading Fluency

Paired Reading Text Element

Text Element Answers

1. electrical circuit: a path of wires and switches through which an electric current flows
2. integrated circuit, shrunk circuitry, a microchip
3. frequency: a measure of how many radio waves pass a point in a given amount of time
4. interference: garbled messages when a receiver picks up multiple radio signals
5. flammable: prone to combustion

Checkpoint Answers

1. Articles include definitions or explanations of words and phrases related to the article's subject matter.
2. The words in "Community Service" are all related to science ideas.

Bridging Readings 1 and 2

Say: *Reading 1 was an informational reading. Reading 2 is an inaugural address.*

About the Reading

Use an illustration to predict Direct students to look at the photo. ***Ask:*** *Who do you see in the photograph?* (a president; some students may know that it is John Kennedy.) ***Say:*** *An inauguration is a ceremony for each new president. President Kennedy is standing in front of microphones. We can tell that he is going to say something.*

Build Background

America in 1961

Teach ***Say:*** *The 1960s were a difficult time. African-American people were fighting for equal rights as citizens. There were many protests. At the same time, the United States and the Soviet Union were in conflict.*

Fluency

Phrases in Chunks Build Background

Vocabulary From the Reading

Use Synonyms and Antonyms to Find Meaning

Routine for Vocabulary

Resources: Graphic Organizers: Vocabulary Log

Word Connections

abolish *(cancel, destroy, dissolve, terminate)*
generosity *(charity, kindness, unselfishness)*
mortal *(deathly, destructive, fatal, terminal)*
sacrifice *(drop, forfeit, forgo, spare, waive)*
summon *(command, direct, petition, request)*

Have students use **Word Web** to understand Word Connections.

Think-Aloud ***Say:*** *When we read the words in column one, they are very close in meaning to their synonyms in column two. The antonyms in the third column three have the opposite meaning.*

Vocabulary From the Reading Sample Answers

Answers on page 342.

Checkpoint Sample Answers

1. Some parents or grandparents give their time and money to others
   Sacrifices would be giving someone money
   A big sacrifice would be dedicating your life to something you believe in.

Inaugural Address



About the Reading

An inaugural address is a formal speech given by someone who is about to begin his or her work in public office. In his inaugural address, President John F. Kennedy urged his listeners to build a peaceful, caring world.

Build Background

America in 1961

John F. Kennedy took office as president of the United States in 1961. At that time, the nation was in a political struggle with the Soviet Union, which consisted of what is now Russia and several other countries in Eastern Europe. There was the possibility of a war. At the same time, the civil rights movement was demanding equality for African Americans. It was a difficult time to become the president of the United States.

Key Vocabulary

- abolish
- generosity
- mortal
- sacrifice
- summon

Vocabulary From the Reading

Use Synonyms and Antonyms to Find Meaning

Synonyms are words that share the same, or nearly the same, meaning. Antonyms are words that are opposite in meaning. Use the synonyms and antonyms below to understand the meaning of the Key Vocabulary words. Discuss the meanings in a small group.

Key Vocabulary	Synonyms	Antonyms
abolish	erase	support, promote
generosity	spirit of giving, big-heartedness	cold-heartedness, unkindness
mortal	earthly, human	immortal, god-like
sacrifice	giving in, releasing	a win, gain, reward
summon	call up, assemble, invite	send away, drive off

Checkpoint

1. Name a person whose **generosity** you admire. How does this person show his or her **generosity**?
2. Give an example of a small **sacrifice**. Give an example of a big one.

Vocabulary Log · Workbook page 214 · Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Explain that a speech is a formal talk given to a large group. Some speeches try to persuade listeners to do something. Other speeches simply give information. Great speeches inspire their listeners. Have students listen to recordings of great speeches, such as Dr. King's "I Have a Dream" speech, or a reading of the Gettysburg Address. Have students make predictions by asking them what President Kennedy might talk about in this speech.

Extension

Have students work in pairs to list people in their school or at home who could be honored. Write the list on the board. Have students choose one person and write a list of that person's good traits. In a speech, they must give reasons why that person is worth talking about. Then have them write why they want to honor that person. Have students share their lists. Tell them that this could serve as their notes for a speech.

Reading Strategy

Recognize Author's Style

Recognizing an author's writing style is like thinking about someone's personality. To recognize the characteristics of an author's style, ask yourself these questions as you read "Inaugural Address."

1. Does the author use formal or informal language?
2. Does the author write in long sentences or short sentences? Does he repeat ideas?
3. Are the author's ideas simple, or are they complicated?
4. Does the author directly address the audience?

Text Genre

Speech

A **speech**, or address, is a formal or informal presentation made by one person before an audience. Most formal speeches share the features below.

Speech	
audience	the listeners to a speech; a speech often addresses the audience directly
vivid language	strong, descriptive, active words or imagery
repetition	using a word or phrase two or more times to make a point or create a sense of rhythm

Meet the Author

John Fitzgerald Kennedy was born in Brookline, Massachusetts, in 1917. He became a senator, and at the age of 43, the president. Kennedy was assassinated in 1963, barely a thousand days into his presidential term of office.



Reading Focus Questions

As you read, think about these questions.

1. How does this selection relate to the theme of "making a difference"?
2. What is the purpose of an inaugural address?
3. What was Kennedy's specific purpose? What did he ask his audience to do?

Checkpoint

1. In your own words, explain how an author's style can show his or her personality.
2. Identify one feature of a speech.

Workbook pages 215–216
Independent Practice CD-ROM/Online

Home Connection

Making connections Have students ask a family member or family friend about people who have made a difference in their native communities. Have them ask if there are any famous speeches that stand out from their own culture. Have students ask the following questions: "Who gave the speech? Who listened to the speech? Where was the speech given? What was the speech about?" Ask them to share what they found out at the next class session.

Listening and Speaking Strategies

Student interaction Tell students that the people listening to a speech are sometimes expected to respond. If the speaker says something that the listener likes, usually there is applause. Sometimes the speaker asks for a response. Read a short speech or an excerpt from a famous speech to the class. Remind them to be good listeners, to applaud if they hear something they like, and to respond appropriately when asked.

Unit 5 • Chapter 2
Before Reading 2

Reading Strategy

Recognize Author's Style

Apply Reading Strategy Identify that different authors have different styles. ***Ask:*** *What are your favorite things to wear?* ***Say:*** *Everyone likes different things. That's your style. Writers also have a style that they like.* Have students discuss their favorite authors and what they like about that author's style of writing.

Reading Strategy Answers

1. *The author uses formal language.*
2. *The author uses long sentences.*
3. *The author's ideas are complicated.*
4. *The author directly addresses the audience by saying "you".*

Text Genre

Speech

Clarify genre Explain what a speech is. ***Say:*** *A speech is given in front of an audience. The speaker is trying to make a point.* Have students discuss speeches they've heard on television or in their community.

Meet the Author

John F. Kennedy

Explain author background John F. Kennedy was the 35th president of the United States. Kennedy did many notable things during his brief presidency. In a 1961 speech, he made it clear that one of the goals of the space program was to land a man on the moon.

Reading Focus Questions

Preview Ask students if they think the president is a person who can make a difference. Ask students what they think a president would say before they begin their job. Remind students that they will return to the Reading Focus Questions at the end of the reading.

Reading Focus Questions Sample Answers

1. Kennedy gave his time, effort, and ultimately his life while "making a difference" in the service of others.
2. An inaugural address is a speech that marks the beginning of a person's job in a public office.
3. Kennedy asks the audience to give back to the country, to respond to the needs of the country and the world, and to live up to the United States' remarkable history.

Checkpoint Sample Answers

1. An author's style is personal, reflecting individual speech patterns and tastes.
2. Characteristics of a speech include addressing an audience, repetition, and vivid language.

"Inaugural Address" by John F. Kennedy, January 20, 1961. **Student Edition pages:** 332–334; **Description of change:** abridged portion of speech; **Rationale:** readability

Read the Selection

- CD 3, Track 10 (optional)
- **Instructional Routine for Reading** e Txxvi
- **Teacher Resources:** English-Spanish ognates/False Cognates
- **Prereading** Tell students that the word *address* is another way to say *speech*. So the title "Inaugural Address" means the speech the president gave at his inauguration.
- **press reading** Have a fluent reader and another student read orally simultaneously. Ch nge students with each sentence or ragraph.
- **et the image** ***Ask:*** *What does this show?* (the president speaking behind several microphones) *Why do you think this speech is so important?* (because he will be running the country)
- **abulary** Point out the boldfaced words on the text. Remind students that the definitions for these words are at the bottom of the page. They can use the definitions to understand the word meanings.
- **mpaniment** To give students the feeling they are listening to a real speech, play the audio recording of this speech.

Reading Strategy

ior's style Reread the opening of the inaugural address. Among those in attendance were former presidents. The speech addresses them first. ***Ask:*** *Who does the president speak to by name? Do you think this makes listeners feel involved in the speech? If someone is speaking and calls your name, are you more likely to listen closely?*

Reading Strategy Sample Answer
ar involved the audience. He speaks to the pronouns "we" and "you," which is a m in his address.

Reading 2
Literature

INAUGURAL ADDRESS

by John F. Kennedy

1 Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, Reverend Clergy, fellow citizens:

2 We **observe** today not a victory of **party**, but a celebration of freedom—symbolizing an end, as well as a beginning—**signifying renewal**, as well as change. For I have sworn before you and Almighty God the same **solemn** oath our **forebears prescribed** nearly a century and three-quarters ago.

Reading Strategy
Recognize Author's Style Does the author directly involve the audience? How can you tell?

3 The world is very different now. For **man** holds in his **mortal** hands the power to **abolish** all forms of human poverty and all forms of human life. And yet the same **revolutionary** beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the **generosity** of **the state**, but from the hand of God.



observe honor, celebrate
party a political organization (here, the Democratic Party)
signifying representing
renewal a new start
solemn serious
forebears ancestors (here, the nation's founders)
prescribed created
man all people
revolutionary drastically different
the state the nation

Differentiated Instruction • Reading Comprehension

Scaffolding

Have students analyze the speech for the choices in language. Discuss why President Kennedy says "a century and three-quarters" instead of 175 years. ***Say:*** *This is an element of style. Kennedy probably thought that "a century and three-quarters" sounded more poetic. Let's read another section of the text. Kennedy says, "man holds in his mortal hands." He could have said, "people have."* Reread the speech substituting "175 years" and "people have" for the actual text. Discuss with students what sounds better, and which style they would use if they were editing the speech for the president.

Extension

Have groups discuss audience reaction to the speech. Have two students take a turn reading this section aloud. They should each choose a way of speaking: *monotone* means reading without expression, and *expressive* means reading with appropriate feeling. Then have the group discuss how the delivery of the speech affects how they feel about it. After each reading, they should ask, *"What did I feel as I listened to this speech? What pictures did I get in my head as I listened to the speech?"*

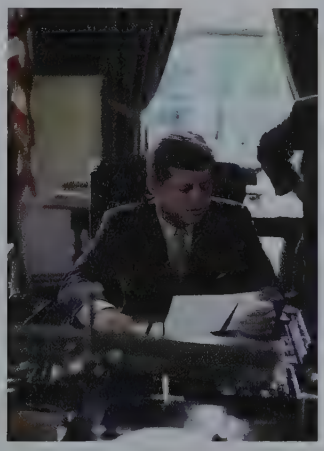
4 We dare not forget today that we are the **heirs** of that first revolution. Let the word go **forth** from this time and place, to friend and **foe** alike, that the **torch has been passed** to a new generation of Americans—born in this century, **tempered** by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

5 Let every nation know, whether it wishes us well or ill, that we **shall** pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty....

6 In your hands, my fellow citizens, more than mine, will rest the final success or failure of our **course.** Since this country was founded, each generation of Americans has been **summoned** to give **testimony to** its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Reading Strategy

Recognize Author's Style Does the author use formal or informal language?



heirs persons who inherit, who receive something from someone who has died
forth forward
foe enemy
torch has been passed responsibility has been given
tempered made stronger
shall will
course path to the future
testimony to proof of

Reading Check

1. **Recall facts** According to paragraph 4, what has the nation always been committed to?
2. **Make inferences** What "young Americans" is Kennedy referring to in the last sentence of paragraph 6?
3. **Speculate** Why do you think Kennedy tells the audience in paragraph 6 that the success or failure of the nation rests in the hands of the audience?

Classroom Management

Progress-monitoring assessment Some students will volunteer more often than others. Give each student a few tokens at the beginning of class. (You could use circles of paper.) To spend a token, students must volunteer to participate, or speak up in class. Tell students that they must "spend" all of their tokens by the end of the day. This will ensure that everyone speaks up in class.

Social Studies Connection

Connect Explain that President Kennedy's speech was given more than 40 years ago. Ask students to discuss why it is still important. Remind students as well, that Kennedy was assassinated, or murdered, while he was president. ***Ask:*** *Do you think that Kennedy's death makes his speech more important today?* Have students discuss their opinions.

Unit 5 • Chapter 2 Reading 2: Literature

Read the Selection

- **Independent reading with sticky notes** Give each student several sticky notes. Have students read page 333 silently. When they come to difficult words or passages, they should use a sticky note to mark the spot. This acts as a flag to show that a student needs help. You can then come to the student's aid without disrupting the rest of the class.
- **Interpret the Image** ***Ask:*** *Where do you think President Kennedy is in this picture?* (the Oval Office) Explain that the Oval Office is the official name of the president's office in the White House. Tell students that the office actually is shaped as an oval, and that is how it got its name. Ask: *What do you think Kennedy is doing in this picture?* (Answers may vary.)

Reading Strategy

Analyze author's style Reread paragraph 4. Ask students to close their eyes and listen to the words. Ask them to describe the images that came to their mind as you read. Discuss how the images are a direct result of the kind of words used in the speech. ***Say:*** *Some words give better images than others. The words "the torch has been passed" give a clear picture. It means that new people are leading the country. But the phrase used in the speech has more style and makes a better image.*

Reading Strategy Sample Answer
The author uses formal language. In everyday conversation, people don't speak in such long sentences with complex vocabulary.

Reading Check Answers
1. He says the U.S. has always been committed to human rights.
2. Kennedy is referring to people who served in wars and died for the values that those wars were fought for.
3. Answers may vary. Sample Answer: Kennedy looks at the audience as voters who can change government and as a source of power to change the world. The nation depends on the loyalty of its young people.

Read the Selection

- **Preteach vocabulary** ***Say:*** *In paragraph 7, the speaker uses more words that paint pictures.* Read the first sentence. ***Say:*** *The phrase "the trumpet summons" gives us a picture of people hearing the sound of an actual trumpet. Kennedy meant this to inspire people to act.*
- **Echo reading** Read page 334 aloud paragraph by paragraph and have students reread the section as an echo.
- **Interpret the image** ***Say:*** *What kind of feeling do you get from this picture? Do the people in the picture seem happy?* (yes) *What are they trying to do?* (meet Kennedy) *What do you think people think about Kennedy?* (They like him.)

ing Fluency

ling "Inaugural Address," paragraphs

Reading Strategy

In paragraphs 8 and 9, Kennedy speaks directly to the audience. ***Ask:*** *What does he call the people he is speaking to?* (fellow Americans, ...) *What is he asking them to do?* (...) them to think of what they can do ... not to ask what the country can ...

...tegy Answers
... *ask, what you, your country,*

Reading Strategy

Recognize Author's Style What words and phrases does the author repeat in paragraphs 8 and 9?

7 Now the **trumpet** **summons** us again—not as a call to **bear arms,** though arms we need—not as a call to battle, though **embattled** we are—but a call to bear the **burden** of ... a struggle against the common enemies of man: **tyranny,** poverty, disease, and war itself.

8 And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

9 My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

10 Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and **sacrifice** which we ask of you. With a good conscience our only **sure** reward, with history the final judge of our **deeds,** let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.



trumpet the alarm that alerts us of our responsibility to our nation (figurative)
bear arms carry weapons of war
embattled troubled; in the midst of a struggle
burden heavy responsibility
tyranny a government in which one person rules with oppressive power
sure guaranteed
deeds actions

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Use a **Venn Diagram** to help students compare readings in Chapter 2. Point to the space where the circles intersect. Explain that this section shows the similarities between two things. Label one circle "Community Service" and the other circle "Inaugural Address." List what students remember from both texts. Then have them choose the similar items in each list to place in the intersecting section. The other items go in the circle for "Community Service" or "Inaugural Address." Check as students fill in their Venn diagrams.

Extension

Have students write briefly how they felt about the texts "Community Service" and "Inaugural Address." Have them think about how they felt as they read each piece. Did they feel inspired to help in their communities? Did they actively go out and try to do something to help? Did they feel that they could invent something? Have students list their thoughts and feelings. Then they can use their list to write a short paragraph.

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** According to the end of "Inaugural Address," what is the only guaranteed reward for a life full of good deeds?
2. **Understand theme** What do you think is the theme of this speech? Point to examples that support your idea.
3. **Apply** Use the Key Vocabulary words **abolish** and **generosity** in sentences that describe Kennedy's inaugural address.
4. **Paraphrase** Explain paragraph 10 in your own words.
5. **Make a judgment** Do you think the nation still needs its citizens to make **sacrifices** for the nation? Do you think Kennedy would say the same thing in an inaugural address today? Explain your answer.
6. **Revisit the Reading Focus Questions** Go back to page 331 and discuss the questions.

Workbook page 217 | Independent Practice CD-ROM/Online

Spelling

Commonly Misspelled Words

Workbook page 218 | Independent Practice CD-ROM/Online

Writing Conventions

Punctuation: Using Ellipses and Brackets

Workbook page 219 | Independent Practice CD-ROM/Online

Connect Readings 1 and 2

You have read two readings on the theme of making a difference: "Community Service" and "Inaugural Address." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the genre of each selection?	Which selection is formal? Which is informal?	Which selection was more inspiring to you? Why?
COMMUNITY SERVICE			
INAUGURAL ADDRESS			

2. With a partner, ask and answer these questions.
   a. In what way have the students in "Community Service" done exactly what Kennedy urged his audience to do in "Inaugural Address"?
   b. How would you describe the style of each author? How does each author's style relate to the purpose of the selection he has written?
   c. Which author's style do you prefer? Why?
3. **Revisit the Chapter Focus Question** When you do something good for another person, are you also doing something good for yourself? Use examples from "Community Service" and "Inaugural Address" to answer this question.

Social Studies Connection

Discuss examples Have students read or listen to another famous speech, such as the Gettysburg Address. Ask students to compare this speech with Kennedy's inaugural address. ***Ask:*** *Do both have a message? What is their message? Do both speeches address the audience directly using "we," "us," or "you"? Do the speeches inspire the audience to do something? Do they ask the audience to believe something?* After students have answered these questions, discuss which speech they prefer and why.

Reteach and Reassess

Additional practice Review the elements of a speech. ***Say:*** *Speeches deliver a strong message. They try to get the listeners to believe or to do something. In Kennedy's speech, he speaks directly to the audience. He uses "we" and "fellow citizens" to draw people into the speech. A speech sometimes uses repeated words to create a rhythm, like in poetry or music. This makes it more interesting to the listener.* Discuss whether students think that Kennedy's speech was interesting and inspiring, and if they were drawn in by it.

Unit 5 • Chapter 2 After Reading 2

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers

Question-Answer Relationships (QAR)

"Right There"

1. Having a good conscience is the only guarantee.

"Think and Search"

2. The theme of this speech is that people make sacrifices to help the world become a better place.
3. Sample answers: Kennedy believed that we can abolish many bad things, such as poverty. Kennedy says that generosity is important when working with other nations.

"Author and You"

4. People should expect the qualities of dedication and service from U.S. citizens and citizens of the world.

"On Your Own"

5. Sample answer: The governing of America is still in the hands of its citizens, and the country still needs its people to provide service in some way or another. Kennedy would probably say many of the same things now, as some of the problems (like human rights and war) still exist.
6. Revisit the Reading Focus Questions

See sample answers on page 331.

Spelling

Students will learn more about commonly misspelled words in the Workbook on page 218.

Writing Conventions

Students will learn more about using ellipses and brackets in the Workbook on page 219.

Connect Readings 1 and 2

Connect to theme ***Say:*** *Even though the reading selections are different genres of text, the people in the article and the person giving the speech are similar. How do both try to help others?* (In both, people are actively working to make their communities a better place)

Answers

1. "Community Service": informational text: *magazine article*; informal; answers will vary. "Inaugural Address": *speech; formal;* answers will vary.
2. a. Kennedy urges his audience to help the nation in any way they can. The kids in "Community Service" created inventions that help members of their communities.
   b. Jozefowicz has a lighter style, with shorter sentences. He is informative. Kennedy's style is formal, with long sentences and a heavy, serious tone. "Community Service" is supposed to be informative and easy for anyone in the community to read. Kennedy's speech is right for the serious, solemn presidential inauguration.
   c. Sample answer: Jozefowicz's piece is lighter and written more recently.
3. Sample answer: When you do something for someone else, you gain satisfaction and pride in return.

Listening and Speaking

Give a Persuasive Speech

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

Identify persuasive techniques Tell students that to persuade someone they must present the problem and show how it affects the listener. Then they must identify things that the listener can do that will inspire them. To do this, students can make a problem/solution chart to write out their ideas.

Phrases for Conversation

Presenting a problem Have students refer to the phrases for conversation as they write their speech. These phrases will help them organize their thoughts and say them in a way that the audience will listen.

[illegible] Have students use the persuasive phrases for the end of their speech. Discuss how these phrases can inspire the listener. Encourage the speakers to stress these phrases so that the [illegible] urged to act.

Fluency

[illegible] Listening and Speaking

Listening and Speaking

Give a Persuasive Speech

When you give a persuasive speech, you try to convince your audience to take action or to change the way they think about something. For your persuasive speech, identify a problem in your school or community, and describe a course of action that you want your classmates to take to solve the problem.

1. Brainstorm a few issues in your community or your school. Think about problems that you and your classmates could help solve.
   a. Once you choose a topic, make a list that outlines the reasons it is important to solve this problem.
   b. Make another list of possible solutions—or focus on one very important solution.
   c. Finally, identify what will happen if this problem is never solved.
2. Organize your speech.
   a. First, state the problem. Describe it clearly, and provide examples of the issue.
   b. Next, present the solution. Focus on what your classmates can do to solve the problem.
   c. Finally, tell what will happen if the problem is not solved, and restate your solution.
3. Share your speech with your classmates. Keep a formal tone when speaking.
4. Be an active listener during your classmates' speeches by doing the following.
   a. Pay attention as you listen.
   b. Summarize the speaker's issue and solution to make sure you understand his or her point of view.
   c. Ask questions about the topic.
   d. Ask yourself whether you were persuaded by the speech. Do you agree with the solution the speaker proposed? Share your thoughts with your classmates.

Phrases for Conversation

Presenting a Problem

I'd like to tell you about a problem that we have . . . (in this school / city / classroom)
An example of this problem is . . .

Persuading

There are several solutions to this problem. First / Second / Third . . .
I believe we can solve this problem by . . .
We can solve this problem if we work together to . . .
If we don't solve this problem soon, . . .

Differentiated Instruction • Listening and Speaking

Scaffolding

Point out that the job of the audience of a speech is to listen and evaluate. Have students write the following questions down: "What is the problem? Is this a problem I would like to solve? What can I do to help?" As students listen to their classmates, have them ask and answer these questions by themselves. This will help them to evaluate the speeches.

Extension

Have students think about the imagery that Kennedy used in his speech. Phrases like "mortal hands" and "trumpet summons" help to inspire the listeners with images. Have students think about the purpose of their speeches. Are there images that would make the problem more interesting? Are there images that can help draw people to a solution? Encourage students to use imagery wherever possible.

Reading Fluency

CD-Assisted Reading Practice

Listening to a reading selection on an audio CD as you read can help you become a more fluent reader. Use the audio CD of "Inaugural Address" to practice this fluency activity.

1. Listen to the audio CD recording of this speech. Follow the speech in your book as you listen.
2. Listen closely to the speaker's voice as he speaks.
   a. Does his voice get higher or lower at the end of sentences?
   b. Does the speaker stress certain words? Which words?
3. Listen to the speech a second time, and read aloud with the CD recording.
4. Next, read aloud without the audio recording.
5. Finally, read the selection silently. Did following these five steps help you to read faster?

Vocabulary Development

Word Order

Often in formal speech or writing, the speaker or writer changes the **order of the words** in a sentence to emphasize the meaning of certain words or phrases, or to make a word or idea more powerful. See the following example from "Inaugural Address." The original word order brings attention to the most important part of the sentence.

Original sentence: "We observe today not a victory of party, but a celebration of freedom—"

Normal word order: "Today we are observing a celebration of freedom, not a party's victory."

Read the following sentences from "Inaugural Address." With a partner, decide how the original word order emphasizes certain words in the sentence.

1. "In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course."
2. "Now the trumpet **summons** us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of . . . "
3. "And so, my fellow Americans, ask not what your country can do for you . . . "

Checkpoint

How can an idea or phrase be emphasized or made more powerful?

Writing Strategies

Connect ideas Have students think about the solutions they are presenting in their speech. Ask them to list the things that people can do to help. Have them organize their ideas in the order that they want to say them. They can organize them by easiest to hardest. They can organize their ideas by the kinds of thing people can do. For example, some people might not be able to spend time on something, but they can make a phone call or write a letter.

Listening and Speaking Strategies

Identify, analyze, and critique persuasive speeches As students listen to the speeches, have them rate a score card so that they can discuss whose speeches were more persuasive. This is an opportunity for students to learn from each other's work. Have students rate from 1 to 5 how much they felt they wanted to help with the problem each speaker presented, the number 1 being least likely and 5 being most likely. Then discuss why some speeches were better than others. Discuss how students might want to revise their speeches based on the comments of their peers.

Reading Fluency

CD-Assisted Reading Practice

Instructional Routine for Reading Fluency page Txxxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Interpret verbal cues As students listen to Kennedy's inaugural address on CD, have them note how the speaker uses his voice to stress certain parts of his speech. Have them listen for the clarity in his speech. He does not mumble words. Have them listen for how his voice goes up at the end of sentences. Have students try to mimic this as they deliver their own speeches.

Vocabulary Development

Word Order

Instructional Routine for Vocabulary page Txxx

Organization and delivery of oral communication ***Say:*** *In poetry, or music lyrics, the order of words is not like normal speech. Sometimes words are changed around to keep the rhythm or rhyme of the piece. The same applies in speeches.* Have students look at the sentence examples from "Inaugural Address." Read them aloud. Have students think about what the words really mean in order to put them in normal order.

Reading Fluency

Reading Words in Chunks Vocabulary Development

Vocabulary Development Sample Answers

1. Kennedy says "In your hands" first because it emphasizes the audience's responsibility.
2. Kennedy says first what we are not being called to do, in order to focus the listeners' attention on what exactly it is they are supposed to do.
3. Kennedy says "ask not" instead of "don't ask" because it emphasizes "not," and makes what follows more powerful.

Checkpoint Sample Answer

Ideas and phrases can be made more powerful by changing the order in which they normally appear in a sentence. When people are surprised by new word order, they listen more carefully.

Grammar

Verbals: Infinitives, Gerunds, and Participles

Instructional Routine for Grammar
page Txxxii

- **Preteach** Tell students that verbals are special verb forms that can sometimes be used as nouns or adjectives. Give some examples. (the running man; I like to swim; dancing is a popular hobby.)

Teach

- **Grammar and usage: Infinitives** Tell students that an infinitive is the word *to* followed by a verb. Write this sentence on the board: *"They love to walk."* Underline the infinitive "to walk." Explain that "to walk" tells what they love to do. Since it is the object of the sentence, it has become a noun. Have students read the sentences in the chart. Have them form their own sentences using the frame: *I like to___.*
- **Grammar and usage: Gerunds** Explain that gerunds are formed from verbs, but they are not used as verbs in a sentence. ***Say:*** *In the first sentence, what is the verb? (is)* Dancing is the subject. *It is a gerund. Have students identify the gerunds in the other sentences on the chart. Ask them to use gerunds in sentences of their own.*
- **Guided practice** ***Say:*** *Working with gerunds and infinitives can be tricky. This takes practice.* Have students practice using infinitives and gerunds by making up sentences about what they have done all day. For example, *"I had to calculate that problem in math class."* (infinitive) *"Silent reading is my favorite."* (gerund)
- **Extend** Divide the class into small groups. Have each brainstorm gerunds. After five minutes, have one group challenge another group. They should read a gerund from their list and challenge the other group to make up a sentence using the gerund correctly. You can repeat the activity with infinitives.

Grammar

Verbals: Infinitives, Gerunds, and Participles

A **verbal** is a word that expresses action or a state of being. Verbals are verbs that function as some other part of speech. Verbals can be infinitives, gerunds, or participles.

Infinitives

An **infinitive** is a verbal that functions as a noun or adverb. Form an infinitive by using the word **to** before a verb.

to dance **to** play **to** work **to** learn

Infinitives

example	part of speech	function
To dance onstage is exciting.	noun	subject of the sentence
She wanted **to play.**	noun	object of the verb *wanted*
The students study **to learn.**	adverb	shows purpose

Gerunds

A **gerund** is a verbal that functions as a noun. Form a gerund by adding **-ing** to a verb.

dancing playing driving

Gerunds

example	part of speech	function
Dancing onstage is exciting.	noun	subject of the sentence
She wanted **acting** to be her career.	noun	object of the verb *wanted*
He will get in trouble for **driving** without a license.	noun	object of the preposition *for*

Differentiated Instruction • Grammar

Scaffolding

Remind students that the infinitive contains the word *to* plus a simple verb. Write the following sentences on the board. Have volunteers underline the infinitive. "They wanted the dog to sit." "She asked her study partner to check her work." "We wanted to sing a song for you." Practice with gerunds as well. Remind students that a gerund is made from a verb with *-ing.* Write the following sentences on the board and have volunteers underline the gerund. "Running is my favorite exercise." "Paula likes studying." "Practicing is sometimes dull."

Extension

As a class, brainstorm verbs that describe common actions, such as walk, type, run, brush, and sleep. Make a list on the board. Model sentences that change these verbs into infinitives and gerunds. Then have students work independently to compose six brief sentences using infinitives and gerunds, one for each of the subject pronouns *I, you, he/she, we, you, they.* Have student volunteers share their sentences.

Participles

A **participle** is a verbal that is used as an adjective. It often ends in **-ing** or **-ed**. There are two kinds of participles: **present participles** and **past participles**.

Form a present participle by adding **-ing** to a verb.

chirp**ing** eat**ing** call**ing** walk**ing**

Form a past participle by adding **-ed** to a verb.

correct**ed** publish**ed** pack**ed** prepar**ed**

Present Participles

example	part of speech	function
The **chirping** birds woke me up.	adjective	modifies *birds*
The girl **playing** in the sand is my sister.	adjective	modifies *girl*

Past Participles

example	part of speech	function
The book **published** ten years ago is still popular.	adjective	modifies *book*

Practice the Grammar Underline the verbal in each of the following sentences. Then identify each verbal as an infinitive, a gerund, a present participle, or a past participle.

1. Winning the Columbus prize was a great honor for the team.
2. They were excited to win the award.
3. The team worked to prevent injuries.
4. Their invention is interesting.

Grammar Expansion

Verbs Followed by an Infinitive, a Gerund, or Either

Workbook pages 223–224 | Independent Practice CD-ROM/Online

Use the Grammar Independently Write sentences using the different types of verbals. Follow the instructions below.

1. Use the infinitive *to wait* as the object of the verb *wanted*.
2. Use the gerund *studying* as the subject of a sentence.
3. Use the present participle *damaging* to modify the noun *winds*.
4. Use the past participle *opened* to modify the noun *window*.

Checkpoint

1. Which **verbals** can be used as nouns?
2. How do you form a **present participle**?

Workbook pages 221–222 | Independent Practice CD-ROM/Online

Language Transfer and Interference

English language conventions Because infinitives and gerunds are difficult to grasp, students will need additional practice until they become familiar with the usage. Give students the following sentences. Have them substitute both options into each to find the correct answer.

It is no use to cry / crying over spilt milk. (crying)

Dan preferred to play / playing rather than work. (to play)

My mother encourages us to learn / learning another language. (to learn)

To jog / Jogging is Kelly's favorite way to exercise. (Jogging)

Writing Strategies

Additional practice Have students work in pairs to practice and reinforce their knowledge of infinitives and gerunds. First, have them choose a set of simple verbs that describe things they do each day. For example, *eat, drink, walk, ride, brush, write.* Have the pairs come up with a story that uses these verbs in their infinitive or gerund form. Ask volunteers to share their work with the class.

Unit 5 • Chapter 2
After Readings 1 and 2

Grammar (cont.)

Teach

Grammar and usage: Participles Explain that some verbs are used as adjectives. These are called participles. Participles can be in the present tense or past tense. In the present tense, *-ing* is added to the verb. In the past tense, *-ed* is added. Have students read the examples in the chart on page 339.

Apply

- **Teacher Think-Aloud** ***Say:*** *Present participles are formed the same way as gerunds. Both have "ing" at the end. I know that an adjective helps to describe a noun. The noun will appear just before or just after the present participle. For example, "running tiger" or "bell ringing." I will look for the noun to know which word is a present participle.*
- **Apply** Write the following sentences on the board. Ask students to identify the noun that the participle describes in each sentence. Ask them to identify the tense of the participle.

His singing voice is very beautiful. (voice / present)

That barking dog drives me crazy. (dog / present)

The excited baby laughed out loud. (baby / past)

The frightened girl ran from the room. (girl / past)

Grammar Expansion

Students will learn more about verbs followed by an infinitive, a gerund, or either in the Workbook on pages 223–224

Practice the Grammar Answers

1. winning: gerund
2. tired: past participle
3. to prevent: infinitive
4. interesting: present participle

Use the Grammar Independently Sample Answers

1. The boy wanted to wait until his father came home.
2. Studying always makes me hungry.
3. The damaging winds tore branches from trees.
4. The kitchen window, opened all the way, did little to let in fresh air.

Checkpoint Answers

1. Infinitives and gerunds can be used as nouns.
2. Form a present participle by adding *–ing* to a verb.

Writing Assignment

Write a Response to Literature

Instructional Routine for Writing
page Txxxvi

Teacher Resources: Graphic Organizers: Two-Column Chart

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook, pages 429–469

- **Vocabulary development** Remind students to use Key Vocabulary words in their writing whenever possible.
- **Clarify and support ideas with evidence and examples** Tell students to look at the student model for ideas. It explains that writers have different styles. It says that the student's writing and the author's writing are very different. It then gives examples to show why. Examples act as evidence. Explain that a comparison paragraph gives similarities and differences and uses adjectives.
- **[illegible] and usage** Remind students to use infinitives, gerunds, and participles as they write. Give examples they can use such as, "to write; writing is; my writing style is."

[illegible]pt

- **Develop topic with supporting details** Tell students to think about their traits and the traits of President Kennedy. They should include details that will help the reader understand both styles. ***Say:*** *A good comparison will show what your style is. It will show what Kennedy's style is. You will give details to explain how your writing is similar and how it is different.*
- **Prewrite** Have students use a **Two-Column Chart** to list details about their style and Kennedy's. Having them side by side will make it easier to compare and contrast. Remind students to organize their ideas so that they connect. Have them write about all of the similarities in one section and all the differences in another. Remind them that they should end with a conclusion about the two styles.

[illegible] student model

[illegible]ling model Discuss the student model with students. ***Ask:*** *Can you tell what Danticat's writing style is like? Can you tell what the student's writing style is? Did she give examples to show similarities and differences?*

[illegible] Fluency

[illegible]ding Student Model

Writing Assignment

Write a Response to Literature

Writing Prompt

Write a response to literature essay that analyzes the writing style of John F. Kennedy. Then compare his writing style to your own. Include sentences or phrases from his speech. Make sure that the writing in your essay reflects the description of your own style. Use infinitives, gerunds, and participles in your essay.

Write Your Response to Literature Essay

1. **Read the student model.** In this example, a student compares her writing style to Edwidge Danticat's writing style.

Student Model

Every writer has a unique style. It reflects his or her personality, so if you are a quiet person, your writing might be very thoughtful and complex. Writing has to come from the heart, just like your personality. Edwidge Danticat and I are probably very different people because our writing styles are almost completely opposite.

Edwidge Danticat is the author of *Behind the Mountains*. It is a novel about a young girl named Celiane. Danticat's style is easy to follow. She writes in short sentences and uses description to help readers visualize the story. She doesn't repeat words, but her short sentences have a rhythm or beat to them. She uses quiet, simple words when she describes emotions, like "I wanted so badly to go," and "I tried to keep my back to the other students."

I like to describe my style as fast. I write choppy, short, speeding sentences. My writing is loud and exciting, like my personality. I like colorful words, and words that make noises, like "bang!" and "zip!" My writing sounds like conversations I have with friends.

Workbook page 225

Differentiated Instruction • Writing Assignment

Scaffolding

Have students look at "Inaugural Speech" again. Identify three things about Kennedy's speech that show his style. For example, he uses metaphor, he repeats words like in a poem or song, he is formal, and he paints images in his writing. Then have them look at a sample of their own writing. Ask them to list elements of their own style. Have them find examples from their own writing to use.

Extension

Point out the way the student model uses the writer's style to describe their personality. Ask students if they think that their personality is different from Kennedy's. Have them find examples from both Kennedy's speech and their own writing to support this. Remind them to use the examples in their writing and to put them in quotes, like the student model.

2. **Prewrite.**
   a. Begin by making a list of words and phrases that describe John F. Kennedy's writing style. Consider the words, phrases, and ideas in his "Inaugural Address." Read the speech again carefully and make sure you understand it.
   b. Find one example from his writing that supports each point you make about Kennedy's writing style.
   c. Then make a list of the characteristics of your writing style.
3. **Organize.** Use your lists to begin thinking about ideas for your essay. Put your ideas in a logical order.
4. **Write your essay.**
   a. Begin with an introduction that summarizes your topic. Include a thesis statement at the end of your introduction.
   b. Write two body paragraphs—one describing Kennedy's style, and one describing yours. Then write a conclusion that restates your thesis statement.
5. **Revise.** Read your essay. Then revise any sentences or points that seem unclear or misplaced.
   Use the **editing and proofreading symbols** on page 455 to mark any changes you want to make.
6. **Edit.** Use the **Writing Checklist** to help you find problems and errors.
7. **Share your composition with the class.**

Writing Checklist

1. I included an introduction, a body, and a conclusion.
2. I described both Kennedy's style and my own.
3. I included examples from Kennedy's address.
4. I wrote in the style that I described as my own.
5. I included gerunds, infinitives, and participles.

Writing Support

Mechanics

Parallelism

Parallelism is the repetition of different ideas using the same grammatical **structure**. Parallelism can involve words, phrases, or whole sentences. Writers use parallelism to stress ideas or to create rhythm in their writing.

- . . . the **truth**, the whole **truth**, and nothing but the **truth**. (repeating words)
- "**Give me** liberty, or **give me** death!" (repeating phrases)
- "**Let freedom ring from** the mighty mountains of New York.
  Let freedom ring from the heightening Alleghenies of Pennsylvania.
  Let freedom ring from the snowcapped Rockies of Colorado." (repeating phrases)

Apply Check your composition for any parallelism. Do all the parallel words and phrases have the same grammatical **structure**?

Arts Connection

Relate to personal experience Have students choose two favorite authors. Ask them to compare their writing styles. First, have students use a **Two-Column Chart** to write out points that describes how each author writes. Have them lift examples from their works. Then have them organize their ideas by similarities and differences. For example, they may both be exciting writers. However, one writer might use more humor and the other a more formal tone.

Writing Strategies

Connect ideas Encourage students to state a main idea for each paragraph. For example, the main idea of the first paragraph might be *"every writer has a different style."* Have them write details that support this idea. The second paragraph might be, *"Kennedy's style is formal."* Have them outline reasons and evidence to support this. Their third paragraph might be *"my style is fun, like I am."* Remind them to use supporting details.

Writing Assignment (cont.)

Prewrite

Writing process Tell students that their lists will help them to focus information. Explain that they can rearrange the items on the list to reflect when they want to bring up each point.

Organize

Use lists Remind students that each paragraph focuses on one main idea or topic. The topic of their paragraphs should be their style or Kennedy's style. Have students focus on making a list that highlights the main topics. Remind them to use examples as evidence to support these topics.

Write your essay

- **Paragraph organization** Explain that the first paragraph should explain their ideas about writers' style. The next two paragraphs will be specifically about Kennedy's writing and their own.
- **Grammar review** Instruct students to use infinitives, gerunds, and participles as they write.

Revise

Essay coherence Remind students to reread their work. Does it flow smoothly from one idea to the next?

Edit Have students rewrite any parts that do not make sense. Have them check their sentences for proper grammar usage and mechanics, such as periods and commas. Tell students that sometimes reading their work aloud helps them to see where they have made mistakes.

Writing Checklist

Edit and revise Students should use the Writing Checklist after they complete their first drafts. The checklist includes important points that should be covered during the editing process.

Writing Support

Parallelism ***Say:*** *Parallelism is a way to stress an idea. It also creates a rhythm. Kennedy used this in his speech when he said, "pay any price, bear any burden, meet any hardship..." In this sentence, the word "any" is repeated. In parallelism, you can repeat one word, one phrase in a sentence, or one phrase in a series of sentences. But the structure of the phrases are always the same.* Have students check to see if they have used parallelism in their work.

Progress Check

Milestones Tracker

Teacher Resources: *ExamView®*

Preview The **Progress Check** is the post-assessment section of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings
device: electrical or mechanical machine; *fine-tune:* to adjust or change slightly; *incident:* an event or occurrence; *garbled:* hard to understand; *launch:* to start or put into operation; *motivate:* to inspire or give reason for someone to do something; *abolish:* to end something; *generosity:* readiness to give; *mortal:* subject to death; sacrifice: to suffer loss, pain, or injury to achieve a goal; *summon:* to call up or send for

Academic Vocabulary
structure: the way that parts are put together or organized; *propose:* to suggest or recommend; *logical:* showing good sense or reason; *promote:* to make known to the public, to advertise or support; *outcome:* end result or effect

Reading Strategies
Text structure is the way, or order, in which a selection is built. An author's style consists of the words and phrases that an author chooses.

Informational text: magazine article, speech

Reading Comprehension
"Community Service" is about school kids who invented prize-winning devices that help their communities; "Inaugural Address" talks about how America can and should give back to their country and the world.

Text Elements
A magazine article often defines words for readers so they can understand new vocabulary in unfamiliar contexts.

Spelling
conscience, wrist, truly

Writing Conventions
Brackets can be used to fill in missing words or explanations.

Listening and Speaking
One phrase that you can use in a persuasive speech is *"I'd like to tell you about a problem that we have in..."*

Vocabulary Development
The writer might want to give emphasis to a specific word or phrase by changing the typical word order of a sentence.

Grammar
Three kinds of verbals include infinitives, gerunds, and participles.

Writing Support: Mechanics
Parallelism consists of the repetition words or phrases with the same grammatical structure.

Progress Check

Milestones Tracker

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **device, fine-tune, garbled, incident, launch, motivate**	320
	• **abolish, generosity, mortal, sacrifice, summon**	330
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **structure, propose, logical**	321
	• **promote, outcome**	328
Reading Strategies	What is text **structure**?	321
	What is an author's style?	331
Text Genres	What is the text genre of "Community Service"?	322
	What is the text genre of "Inaugural Address"?	331
Reading Comprehension	What is "Community Service" about?	329
	What is "Inaugural Address" about?	335
Text Element	Why do magazine articles often define words for readers?	329
Spelling	Spell the following words correctly: *conscience, rist, truley.*	335
Writing Conventions	When are brackets used?	335
Listening and Speaking	**Phrases for Conversation** Give one phrase that you can use in a persuasive speech.	336
Vocabulary Development	Why might a writer want to change the order of the words in a sentence?	337
Grammar	Identify three kinds of **verbals**.	338–339
Writing Support: Mechanics	How does grammatical **structure** play a part in **parallelism**?	341

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

The Peace Corps

1 In his inaugural address, President John F. Kennedy wanted to motivate listeners in the United States and all over the world. He described his vision of Americans working together with citizens from other countries to accomplish more. In March 1961, Kennedy launched the Peace Corps to try to make this happen.

2 In August 1961, the first Peace Corps volunteers went to Ghana and Tanzania, two African countries. Their mission included three goals: 1) to provide the people of other countries with trained workers, 2) to help people around the world better understand Americans, and 3) to help Americans better understand people around the world.

3 Today, the Peace Corps still works to meet those goals. More than 187,000 people have gone to 139 countries to heal, teach, build, and sacrifice themselves for the good of others.

1 **Read this sentence from paragraph 1.**

> **In March 1961, Kennedy launched the Peace Corps to try to make this happen.**

What does the word launched mean?

- **A** ended
- **B** blasted
- **C** started
- **D** landed

2 **What is the text structure of this passage?**

- **A** Problem / Solution
- **B** Cause / Effect
- **C** Compare / Contrast
- **D** Point / Counterpoint

3 **Which of the following is not a goal of the Peace Corps?**

- **A** to send skilled workers to other countries where they are needed
- **B** to earn money
- **C** to allow other countries to meet and get to know Americans
- **D** to provide Americans with a chance to learn about other countries and cultures

4 **What is the genre of this text?**

- **A** folktale
- **B** poem
- **C** historical nonfiction
- **D** magazine article

Writing on Demand: Response to Literature Essay

Write a response to literature essay that analyzes the writing style of Joseph Bruchac, the author of *Code Talker*. Then compare his writing style to your own. Include sentences or phrases from the text. Make sure that the writing in your essay reflects the description of your own style. **(20 minutes)**

Writing Tip

Try to use verbals such as infinitives, gerunds, and participles in your essay.

Remembering Information

Study Skill

Association Group information into categories so that is easier to remember. For example, grouping American states by geographic region makes it easier to recall the name and location of each state.

Visualization Picture what you want to remember. For example, picturing an African grassland with zebras, lions, and elephants helps you to remember what animals live in this region.

Concentration Focus on what you are reading and then, without looking back, repeat to yourself what you just read. Paraphrasing information is a one of the best ways to reinforce concepts.

Repeat Repeat information as necessary to remember it. Repeating information aloud reinforces it aurally as well as in the memory.

Unit 5 • Chapter 2 Check Your Progress

Assessment Practice

- **Assessment Book:** Unit 5, Chapter 2 Quiz
- **Teacher Resources:** *ExamView®*: Unit 5, Chapter 2 Quiz
- **Milestones Tracker:** Unit 5, Chapter 2 Quiz
- **Workbook:** Assessment Practice Pages

Test-Taking Strategies

Instruction ***Say:*** *When you are answering a multiple-choice question, be sure to read all the possible answers before marking your choice. You might want to choose the first answer that sounds right. But sometimes the best answer is not the first option. Cross out the answers that you know are not correct and use the process of elimination to choose the best answer.*

Answers
1. C 2. A 3. B. 4. D

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret the writing prompt** ***Say:*** *When you read the writing prompt, look for the words that tell you what and how to write. They give you the information you need when you write your response. Which words give clues about* how *to write?* (response to literature, essay) *Which words give clues about* what *to write?* (description, style) ***Say:*** *You should check the key words as you write to make sure you do not forget anything.*
- **Organize quickly** Tell students to think about *Code Talker*. ***Ask:*** *What kind of descriptions did Bruchac give? Was his writing exciting, funny, or formal?* Have students then ask the same questions about their own writing. They can use their responses to compare the two styles.
- **Revise** ***Say:*** *Look back at the writing prompt. Make sure that you included everything the prompt asks for. Did you use comparison words? Do you talk about your style and Bruchac's style? Do you have an interesting introduction and conclusion?*
- **Edit** ***Say:*** *Make sure that you have used verbals in your essay.*

Reading Fluency

Paired Reading "The Peace Corps," paragraphs 1–3

Listening and Speaking Workshop

Present an Autobiographical Narrative

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

- **Review** Remind students that an autobiographical narrative is a story from their life. Remind them to use Key Vocabulary words as well as infinitives, gerunds, and participles when appropriate.
- **Choose the topic** Have students look at their lists of times they helped someone or someone helped them. Ask them to think of which event had the most impact on their lives. This might be one that they have strong feelings about. It might be one that changed their life in some way.
- **Brainstorm** Encourage students to spend a few minutes simply writing out ideas. They should not worry about writing complete sentences or even correct spelling. Tell them to write down every idea. They can choose the ones they will use later.
- [illegible] ***Say:*** *The details of your narrative will make the story more interesting to the reader. Your first line needs to be interesting, so that people want to listen to the rest of the narrative.*
- [illegible]**ur presentation** ***Say:*** *Organize your ideas by putting them in an order that makes sense. Then plan what you will use to support your ideas. Use examples and details to make the narrative more interesting. Then practice your presentation several times so that you are comfortable saying it. Number your note cards just in case they get mixed up.*
- **Practice, present, and evaluate** Tell students that before they speak, they should breathe a few times. Just before they speak, they should try to relax. This will help them to speak calmly and clearly. Model speaking using eye contact, appropriate gestures, and body language. Remind students to smile when it is appropriate because it will engage the audience. The students' mannerisms, as they speak, can make listeners interested in what they are saying.

UNIT 5

Apply & Extend

OBJECTIVES

Listening and Speaking
Present an autobiographical narrative

Media
Create a script for a radio advertisement

Writing
Write a research report

Projects

Independent Reading

Listening and Speaking Workshop

Present an Autobiographical Narrative

Topic

An autobiographical narrative is a story you tell from your own life. You will present an oral autobiographical narrative about a time when you helped someone, or when someone helped you.

1. **Choose the Topic for Your Narrative**
   Think about times when you helped someone, or someone helped you. Choose one to tell about.
2. **Brainstorm**
   You will be speaking from the first-person point of view. Answer the following questions to help you brainstorm ideas for your narrative.
   a. What happened?
   b. When did it happen?
   c. Why did it happen?
   d. Where did it happen?
   e. Who was there?
3. **Plan**
   Use your answers to the questions in step 2 to plan your presentation. Try to remember as much detail as you can. Try to include sensory details and narrative devices such as describing the setting, comparing and contrasting characters, and creating suspense if appropriate to the story. Were there any sights, sounds, or smells that you remember from this event? What mood do you want to convey?
4. **Organize Your Presentation**
   a. Write each event from the story on a note card. Make sure the events are in the order in which they happened. For each event, write down what happened and as many details about it as you can remember. You will use your note cards when you give your presentation.
   b. Try to think of an interesting opening line to capture your audience's attention.
5. **Practice, Present, and Evaluate**
   Practice your presentation. As you practice, change your voice to show the emotions in the story. Then present your narrative to the class. Use gestures and eye contact during your presentation. Use the **Speaking Self-Evaluation** to evaluate your presentation. Use the **Active Listening Evaluation** to evaluate and discuss your classmates' presentations.

Differentiated Instruction • Listening and Speaking Workshop

Scaffolding

Have students create a timeline for their narrative. First, have them draw a line horizontally across a page. At the beginning of the line, ask them to write what happened first. At the end of the line, have them write what ended this event. Then have students list details they remember about the event. When they have finished, have them fill those details in, in order on their timelines. Students will use these notes to organize their narratives.

Extension

Tell students that to make their narratives more interesting, they should try to engage the reader. Have them insert questions such as, "what do you think happened then?" or "would you believe?" Explain that this makes their narrative more informal, but it also draws the reader in because they are being addressed directly. Have students practice in pairs and gauge the other person's reaction to see if their approach has the desired effect.

Active Listening Evaluation	Speaking Self-Evaluation
1. The presentation told about an event from the presenter's life.	1. My presentation had an opening line that got the audience's attention.
2. My favorite part of the presentation was _____ because _____.	2. My presentation answered the questions "who," "what," "when," "where," and "why."
3. I would like to have heard more about _____.	3. I told about the events in the order in which they happened.
4. The speaker changed the tone of his or her voice to show the mood of the story.	4. I included details to help my audience understand the story.
5. The main emotion in the story was _____.	5. I spoke clearly and made eye contact with the audience.

Media Workshop

Create a Script for a Radio Advertisement

In this activity, you will write a script for a radio advertisement. The advertisement will be for a local charity, an organization whose goal is to help the needy. It will be designed to get students your age to volunteer for the charity.

1. Find out about charities in your community. Use resources such as phone books, newspapers, and the Internet to find local charities.
2. Choose a charity that interests you, or one that you think you might like to volunteer for. Then find out more about the charity. Call and ask for information about the service the charity offers. Whom does the charity help? What do the charity's volunteers do?
3. Write your radio script based on what you have learned about your charity. Keep the following in mind when you write your script.
   a. Remember your audience. You are trying to get people your own age interested in volunteering. What could you include in your script to accomplish this?
   b. Think about your tone of voice. How can you use your voice to get your message across?
   c. Think about persuasive language. What words and phrases can you use to persuade people to volunteer for your charity?
4. Present your script to the class. Ask for feedback. Would other students be persuaded to volunteer for your charity? Why or why not?

Listening and Speaking Strategies

Progress-monitoring assignment Have students speak their narrative into a recorder. Then allow them time to listen back to it with headphones on for privacy. Have them listen for smooth presentation, for places that they need to speak more clearly, and for the appropriateness of the presentation pace. Have students record themselves one more time, making appropriate adjustments, and then listen again to see improvement.

Unit 5 Apply & Extend

Listening and Speaking Workshop (cont.)

Active Listening Evaluation

Analyze oral communication Students should use the Active Listening Evaluation to give the speaker feedback about what he or she did well and what could be improved next time. Have students give positive feedback first and then give suggestions for improvement. Explain that to give good feedback, they must be active listeners. Students should also be listening to find skills that good presenters use so that they can incorporate them into their own presentations.

Speaking Self-Evaluation

- **Organization and delivery of oral communication** Students should read the Speaking Self-Evaluation rubric before giving their presentation to know what points they need to cover when they give their presentation. Remind students that the focus questions after the prompt ask for specific answers. Each focus question asks for information that will help students respond to the prompt.
- **Assess** Students should reread the Speaking Self-Evaluation rubric after giving their presentation. Using that and the comments of other students, have them think about what they need to work on next time.

Media Workshop

Create a Script for a Radio Advertisement

- **Identify persuasive techniques** ***Ask:*** *How do they get you interested in a product or service? What kinds of information do they include to interest the listener?* Explain that radio ads have a short time to deliver their message. They need to use very descriptive words that create mental images. Their words also need to be convincing. Remind students to use techniques that convince the reader, and words that create visuals.
- **Analyze media sources** Discuss different types of radio advertisements with students. ***Say:*** *Some ads are very loud, others use music, some use specific sounds to show setting. All ads set a mood for what they are trying to sell. For example, a car ad will probably not use sad music. What kinds of ads might use a more serious tone?* (political ads, ads about organizations such as the Red Cross, Public Service Announcements)

Reading Fluency

Repeated Reading Media Workshop

Writing Workshop

Write a Research Report

- Instructional Routine for Writing page Txxxvi
- Teacher Resources: Rubrics: Rubric for Writing Assessment
- Milestones Handbook pages 429–469
- **Review** Remind students to use new vocabulary and grammar as it applies when writing their descriptive essays.
- **Develop topic with supporting details** Explain that organizing information is very important when doing a research report. Students will get information from several sources, and they need to rearrange that information to make sense in their report. Tell students they will outline their most important points and write details under each heading.

ing Prompt

ided instruction Read the writing prompt aloud. Have students restate the prompt in their own words to check comprehension. Then have students think of historical figures that have made a difference. Then have them think of what difference each of these people made. Ask them to choose the person they think is the most interesting to write about.

ategies Explain that copying directly from another source is inappropriate. Have students rephrase information they find or put short samples of information in quotation marks. They can use phrases such as, "According to Lucas's book *"Lincoln"*..." or "*The Sun* article from March 2008 states that..."

al strategies As students find information, have them use a topic/detail web to keep track of what goes where. Ask them to write each of their main ideas in the middle of a sheet of paper, and every time they find a detail that supports it, they should write that around the main idea. At the end of their research, they can use each web to create a paragraph with a topic and supporting details.

UNIT 5
Apply & Extend

Writing Workshop

Write a Research Report

When you write a research report, you look for information about a topic from different sources, such as books, print and online encyclopedias, Web sites, and magazines. You then show that you understand the information by writing about it in your own words in a report, giving credit to the sources you used.

Writing Prompt

Choose a historical figure who has made a difference in the world. Research the person's life and work. Write a research report telling about the person's life and how he or she made a difference in the world.

PREWRITE

1. Read the student model on the next page. It will help you understand how to write a research report.
2. First, choose a person to write about. Then ask questions like those listed below. Research to find the answers. Use books from your school library, the Internet, and other resources. Take notes on the information you find.
   a. Why is this person important?
   b. How has this person made the world a better place?
   c. What are the most important events in this person's life?
3. After you have researched the person's life, use a timeline to organize the information you found. Write each event from the person's life and the date it occurred on your timeline.
4. As you conduct your research, be sure to take notes on where you find your information. You will need to list these sources at the end of your report.

WRITE A DRAFT

1. Write your introduction. The introduction should explain the main idea of your report.
2. Write the body of your report. The body should consist of three or more paragraphs telling about important events in the life of your subject.
3. Write your conclusion. Your conclusion should restate the main idea of your report.

Differentiated Instruction • Writing Workshop

Scaffolding

Explain that a research report needs to have a variety of sources. Help students to find sources of information. They could use the library for books and periodicals, or the appropriate Internet Web sites. Tell students that it is important to get information from a variety of sources. This way they are not relying on one source which could be incorrect. If several sources have the same information, it is probably true. Help students to understand that some sources are more reliable than others. For example, books, newspapers, and magazines might be more accurate than Web sites that are controlled by unknown sources.

Extension

Tell students that using direct quotes from their historical figure can be a good way to describe them. Explain that quotes used in this way are supporting details. They need to make sense for where they are placed. Remind students to note the source of the quote and when the person said it. For example, "According to *The Sun*, Lincoln said during the Gettysburg Address that..."

Student Model

Jackie Smith

The Life of Rosa Parks

One person who made the world a better place was Rosa Parks. She was an important leader of the civil rights movement in the United States.

Rosa Parks was born Rosa Louise McCauley in Tuskegee, Alabama, on February 4, 1913. She went to the Alabama State Teacher's College High School. She married Raymond Parks in 1932.

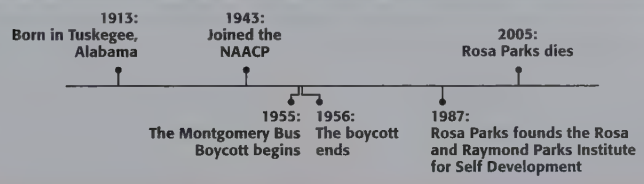
Rosa and her husband were both members of the National Association for the Advancement of Colored People (NAACP). Rosa's involvement in the Montgomery Bus Boycott made her famous. The boycott started in 1955 after Rosa was arrested for refusing to give up her seat on a city bus to a white man. When she was arrested, African Americans in Montgomery organized a boycott of the bus system. This meant that they refused to ride the buses again until they were treated fairly. The boycott lasted for 381 days, until the United States Supreme Court declared that segregation on buses was not allowed by the U.S. Constitution.

Rosa Parks moved to Detroit, Michigan, in 1957. She worked for U.S. Representative John Conyers from 1965 to 1988. In 1987, she helped found the Rosa and Raymond Parks Institute for Self Development. Rosa Parks died on October 24, 2005, at the age of 92.

Rosa Parks made a difference by participating in the civil rights movement. In this way, she made the world a better place.

Sources:

Parks, Rosa and Jim Haskins. Rosa Parks: My Story. New York: Dial Books, 1992.
The Rosa and Raymond Parks Institute for Self Development, www.rosaparks.org.



Writing Strategies

Essay coherence Have students use a timeline to keep their ideas in sequential order. A timeline will help to maintain the flow of their report. It will also make it easy to understand. The timeline will also help them to identify missing pieces of information. Students can then try to research specific times or events in the historical figure's life.

Reteach and Reassess

Support main idea with facts, details, examples, and explanations After students finish writing, have them reread their work and check to make sure they have the following elements: a main idea, details that tell about the person's life, examples, quotes that describe the person, and an explanation of why this person has made a difference in the world.

Writing Workshop (cont.)

Student Model

- **Clarify meaning** Explain that "mother of the civil rights movement" is an idiom. It does not literally mean that she gave birth to the civil rights movement. As a matter of fact, she did not start it either. In this case, she presented a female face of the movement. People used her and her actions as a symbol.
- **Analyze model** Point out that in the introduction, the model presents the historical figure, and why that person made a difference in the world. The body of the report gives facts about Parks's life. The first paragraph tells about where she was born, and some details of her early life. The next paragraph explains what Parks's role was in the Civil Rights movement, and the event that made her famous. It has examples that support the writer's statement about why she was called "the mother of the civil rights movement." The next paragraph explains what she did following her main contribution to the cause of civil rights. It also gives more examples that support her role in the movement. The conclusion paragraph restates her importance in the Civil Rights movement. This mirrors the opening statement. The writer also restates his/her reason why his/her believe that her actions made a difference.
- **Essay structure** Have students look at their drafts and identify the introduction, body, and conclusion. Explain that the introduction and conclusion should be similar, but not identical. The introduction begins with a good topic sentence that tells the main idea of the essay. The conclusion also states the main idea of the essay and gives the reader a final point. Suggest that students look back at the introduction as they write the conclusion. They should use different words to talk about the main idea of their essay. Remind them to also think about the audience of their essay.

Reading Fluency

Paired Reading Student Model

Writing Workshop (cont.)

Revise

- **Show rather than tell** ***Say:*** *To support your introduction statement, use examples from the person's life. This will show the reader why you chose that figure.* Have students look at their drafts. Did they include enough examples that show how this person made a difference? If they are doing more telling than using examples to show, have them do more research to find more examples. Then have them include those examples and reread their work to see if it gives a better description. Have students exchange their work with a partner. They can revise their drafts to include information their partner would have liked to know about.
- **Formatting** Remind students that paragraphs help divide ideas logically and add focus to the essay. Show that paragraphs are visually organized by indenting the first line.

hink-Aloud ***Say:*** *Editing is an important part of writing. Editing means reading something and finding ways to make it better, more interesting, or easier to understand. Reading your work can help you find spelling, punctuation, and grammar mistakes.*

nd Editing Checklist

clusions with text evidence Have students check their examples to make sure they support their main idea. Have students double check their dates for accuracy.

Fluency

ing Revising and Editing Checklist
Writing Workshop)

w Checklist

ils As students peer edit, remind them to always begin by expressing what they liked about the work. Then they can make helpful suggestions. Remind students that every piece of writing can be improved. Give them a model paragraph with obvious mistakes in organization, writing conventions, and spelling. Have students identify ways the paragraph can be improved. Make sure they give constructive feedback in a positive way. For example, "*I think there should be another example of what she did. It will help to explain why she was so important.*"

clarify ***Say:*** Publish *means to make what you write available for other people to read. You should make a clean copy of your essay with all the mistakes fixed. Then other people can read it.*

REVISE

1. Review your report. Is it clear and easy to read? Look for any places where the ideas do not flow in a logical order.
2. Exchange your report with a partner. Ask your partner to use the **Peer Review Checklist** to review your report.
3. Revise your draft using the **Revising and Editing Checklist**. Make any changes necessary to make your research report clearer and better organized.
4. Use the **editing and proofreading symbols** on page 455 to help you mark the changes you need to make.

EDIT

1. Use the **Revising and Editing Checklist** to evaluate your report again.
2. Fix any errors in grammar, spelling, and punctuation.

Revising and Editing Checklist

1. My report tells about a person who has made a difference in the world.
2. My report tells about the most important events in the person's life.
3. I included dates of important events.
4. I included a timeline.
5. I listed my sources at the end of my report.
6. I used perfect tenses and verbals.

Peer Review Checklist

1. The report gives information about a person's life.
2. The events of the person's life are given in the order they happened.
3. One new thing I learned from the report is _____.
4. I would have liked to learn more about _____.

PUBLISH

1. Write your report in your best handwriting so that it is clear and easy to read. Or, use a computer to write your report. Be sure to use appropriate margins and spacing.
2. Draw the final version of the timeline for your report. You may want to illustrate the events on your timeline.

Differentiated Instruction • Projects

Scaffolding

Tell students that getting directly involved in something can help them to write about it. Their personal experience and feelings can be used in their summaries about the organization along with the information about it that they find out. Have students make note of how they felt or what they thought. That information can be used as they summarize.

Extension

Have students analyze speeches for their delivery. Have them listen for how the points are expressed. Ask them to notice where the speaker raises their voice, and which words they stress. Have students read transcripts of the speeches themselves so that they can see that it is not just the words on the page but how they are spoken that gives speeches their impact.

Projects

Choose one or more of the following projects to explore the theme of making a difference further.

PROJECT 1

Volunteer at a Local Organization.

1. Choose an organization that helps people in your community. Find out what the organization does and how it helps people.
2. Fill out an application to volunteer at this organization. Be ready to supply your name, address, and phone number, and possibly the name and phone number of a parent or caregiver. Also be ready to say why you want to volunteer at that organization and what you want to do there. Remember to complete all of the steps of the application.
3. Spend a day volunteering at the organization.
4. After you volunteer, create a presentation summarizing your experience. Present it to the class. If possible, create a PowerPoint presentation about your experience.

PROJECT 2

Analyze a Speech That Made a Difference.

Sometimes a speech can change the way people think. One of the most important speeches in American history was Martin Luther King Jr.'s "I Have a Dream" speech.

1. Find a recording of the "I Have a Dream" speech online.
2. Listen to the recording. As you listen, think about what made the speech so effective.
3. Make a list of devices that King used to make his speech effective. Discuss your list with a partner.

PROJECT 3

Dramatize a Situation in Which Someone Makes a Difference.

1. With a group, brainstorm some situations in which one person helps another.
2. Choose one situation and write a script about it. Include dialogue that shows what the people in the scene are thinking and feeling. Also include stage directions that tell the actors what to do and how to say their lines.
3. Perform your scene for the class. After each performance, discuss how words and actions showed what the people in the scene were thinking. How did things like word choice, pitch, and tone of voice work with the postures and gestures the actors used?

Class Management

Practice Assist shy students with the dramatization project by giving them ample time to get used to speaking lines. Provide enough opportunities for them to practice with their group. Encourage them to practice in front of a mirror so that they can fine-tune their expressions in private. Give them ample encouragement before, during, and after their performance.

Writing Strategies

Research strategies For the volunteer assignment, have students take along a small notebook so that they can record things as they happen. This way, they will not forget important things that they might want to write about later. To analyze the speech, have them use their notebook to jot down ideas as they listen. If they take a long time to write down something, have them pause the recording and start it back when they have finished.

Unit 5
Apply & Extend

Projects

PROJECT 1: Volunteer at a Local Organization.

- **Choose a point of view** Tell students that because they are going to have personal experience with the organization, people will expect to hear their thoughts and feelings. Have them begin by stating their opinion, or point of view. To help them, have students ask the following questions: did I enjoy the experience? Do I feel that the organization is helpful? Did I feel helpful while I worked there? Would I want to go back?
- **Practice and present** Tell students who are giving a PowerPoint presentation to practice before they present to the class. Give them time to become accustomed to the equipment. Have them practice what they want to say with each screen change. This will help to make their presentations flow better.

PROJECT 2: Analyze a Speech That Made a Difference.

Analyze and evaluate oral communications Tell students that speakers use many devices to put their point across. The speaker's tone can make the topic more interesting. Using metaphor or strong imagery can also engage the listener. Speakers sometimes address the crowd directly or use "we" and "us." Before students listen to the speech, have them create a list of things they might expect to hear. As they listen, have them put checkmarks next to every device used. It is an easy way to keep track of the devices without having to stop and write each one down.

Reading Fluency

Choral Reading Project 2

PROJECT 3: Dramatize a Situation in Which Someone Makes a Difference.

Word choice Have students think about a specific event in their lives when someone made a difference. It could be themselves or another person. Have them think about what happened, how they felt, and what was said. Tell them that their script can be based on that event. Tell them that the words of each character must express how they feel, what is happening, and where they are. For example, if it is a sunny, hot day, the dialogue could include a reference to that. If the person is feeling sad, it should show in what they say and in how they say it.

Independent Reading

Teacher Resources: Graphic Organizers: Reading Log

- **Use the library** Tell students that they can find other books that relate to the theme "making a difference" by using a library's catalog. The catalog is a computer database that contains information on all the books in a library (and sometimes in other libraries within a network). Students can do a search with keywords to find related titles. Some examples are, "*people who have made a difference, volunteers, volunteer organizations, famous speeches.*" If they have difficulty, they should ask a librarian for help.
- **Read summaries** Tell students that many library catalogs include summaries of books. This helps them decide if a book will interest them (or if their keyword search is working). Have students read the summaries to figure out what they might like to read. Tell students that books often have summaries on their book covers. When students are in a library or a bookstore, they can choose a book by reading the back cover.
- **Heinle Reading Library** Tell students to read this summary of George Washington as an example. ***Ask:*** *Are you interested in this book? What kinds of books do you like to read?*
- **Book review** Explain that a book review gives a summary of the book. It also tells the opinions of the reviewer. Have students read reviews of books they have read. They should begin by summarizing the book, and then tell how they felt about it. Students can use specific examples such as, "*I really laughed when Ant found out about the code. He seemed really excited. I got excited too.*" Students can share their reviews with a partner and ask their partner to identify facts and opinions. Then have students write a review of one of the Independent Reading books.
- **Reading log** Have students keep a Reading Log of their independent reading. Explain that a log is like a journal. It is a way to record their thoughts, ideas, and reactions to a book. It also keeps track of how many pages students read each day. Students can use the log to set goals for how much they will read. When they have finished a book, the log can remind them what the book was about and what they thought of it. Have students turn in these logs regularly so you can monitor their progress and comprehension.

Heinle Reading Library

George Washington by Marian Leighton

George Washington served the United States with strength and courage. He was a successful general in the American Revolution and the nation's first president. This biography recounts the life of Washington from his childhood to his last days at his home, Mount Vernon.

Independent Reading

Explore the theme of making a difference further by reading one or more of these books.

Code Talker by Joseph Bruchac, Dial Books, 2005.

Throughout World War II, Navajo code talkers helped the United States by sending messages in a code based on the Navajo language. They played an important part in helping win the war. This novel tells the story of Ned Begay, a 16-year-old boy who becomes a code talker. The experience changes Ned's life.

Through My Eyes by Ruby Bridges, Scholastic, 1999.

In this autobiography, Ruby Bridges tells the true story of how she helped to integrate a school in 1960. Ruby was the first African-American student at the all-white William Frantz Public School in New Orleans, Louisiana. She had to face angry mobs of protesters and learn all by herself in her own classroom. Her courage created new opportunities for other African-American students.

Snow Goose by Paul Gallico, Knopf, 1971.

A lonely artist and a young girl work together to take care of an injured snow goose during World War II. Their actions cause them to become involved in the rescue of stranded British soldiers at Dunkirk.

Promises to the Dead by Mary Downing Hahn, Clarion Books, 2000.

During the Civil War, a dying woman asks Jesse Sherman for help. The woman asks Jesse to help her seven-year-old son escape slavery. Jesse becomes trapped between the two sides in the war in an attempt to keep his promise.

Journey for Peace: The Story of Rigoberta Menchu by Marlene Brill, Dutton Books, 1996.

Rigoberta Menchu led a struggle for the rights of Mayan Indians in Guatemala. Her efforts to make a difference in the lives of poor Guatemalans led to her receiving the Nobel Peace Prize. This book tells the story of her quest to end violence in Guatemala.

Milestones to Achievement

Writing: Revise and Edit

Read this rough draft of a student's business letter, which may contain errors. Then answer Questions 1 through 4.

(1) 1256 Sunshine Lane
(2) San Francisco, CA 92501
(3) September 6, 2009

(4) Super Foods Supermarket Headquarters
(5) 18 Second St.
(6) Sacramento, CA 94203

(7) To Whom it May Concern:

(8) My name is Javier Fuentes. (9) I volunteer with other students at an organization that takes donations of food and clothing. (10) I am writing request your help to meet our goal of providing full Thanksgiving dinners for 50 families this year. (11) I thinked you might be able to help us.

(12) I would like to give you more information about the group I volunteer for. (13) The name of our group is Give Back, and this is the third year that we had helped in the community. (14) Thanksgiving is our most important time, and we will be working very hard to reach our goal.

(15) We would like to know if Super Foods Supermarket would like to help Give Back. (16) Your generousity would be appreciated by us.

(17) Sincerely,

(18) *Javier Fuentes*

(19) Javier Fuentes

1 **What is the correct way to write the underlined part of sentence 10?**

A I am writing requested
B I am writing am requesting
C I am writing to request
D I am writing requests

2 **What is the correct way to write the underlined part of sentence 13?**

A we will have helping
B we will have helped
C we have helping
D we have helped

3 **How can you correct the word "thinked" in sentence 11?**

A Change to *thought*.
B Change to *thinking*.
C Change to *will have thought*.
D Change to *have thought*.

4 **Which word is misspelled?**

A volunteer
B generousity
C consists
D donation

Writing on Demand: Business Letter

Write to an organization that you admire. Ask for their help with a cause that you are involved in. Explain how you are involved with the cause and how this organization can help. **(20 minutes)**

Writing: Revise and Edit

- **Assessment Book:** Unit 5 Exam
- **Teacher Resources:** *ExamView*®: Unit 5 Exam
- **Milestones Tracker:** Unit 5 Exam
- **Assessment Practice Pages**
- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Edit to improve meaning** Review past tense verbs. Remind students that some verbs have irregular past tense spellings in the past tense; they do not use *-ed* endings. Review verbs that have irregular past tense spellings. (broke, caught, stood, cried, kept)

Answers
1. C; 2. B; 3. A; 4. B

Writing on Demand: Business Letter

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Organize quickly** Tell students to think of the three most important things about their cause and three good reasons why the organization should help them. Have them write these down so that they remember to include them in their writing.
- **Revise** Explain that their letters should have an introductory paragraph that describes who they are. The next paragraph should be about what they do and what they need. The last should be about what they want the organization to do.
- **Reteach and reassess editing** Remind students that the format of a business letter includes their own address and date at the top right. The business address goes at the top left. Direct students to student book pages 314–315 to review information about how to write a business letter using the proper format.

Reading Fluency

Repeated Reading Business letter

Reading

- **Draw conclusions** ***Say:*** *The main purpose of a speech is to persuade listeners and, perhaps, to inspire some action. Some speeches may also include information and other data.* Read, or have volunteers read, the speech aloud. As students listen, they should ask themselves: *What does the speaker want me to know?* (It is the first annual volunteer day; Mrs. Chung helped make it happen; community leaders were generous.) *What opinion does the speaker want me to share?* (Volunteering can be a lifelong goal. I will learn something in return.) *How does the speaker try to inspire me?* (The speaker says, "Let's get out there and give it all we've got!" This makes me feel like getting up and participating.)
- **Reteach and reassess past perfect tense** Some students may continue to have difficulty identifying the past perfect verb tense. These students may need to practice recognizing and writing their own sentences using the past perfect tense. ***Say:*** *The past perfect uses the helping verb had and the past participle of a main verb (example: helped). Listen to this sentence: Alfred had helped Suzanne pack her bags before her family moved to Florida. Say: The past perfect tense tells us about an event that took place in the past before a later action happened.* ***Ask:*** *What happened first: moving to Florida or packing? (packing)* Have students complete the following sentences with past perfect verb forms:

1. My mother ___ (pack) my lunch before I got on the bus. (had packed)
2. We went to the mall after I ___ (took) money out of my bank account. (had taken)
3. My grandfather ___ (manage) an orange farm before he retired. (had managed)
4. I ___ (rode) your bike in the park before the rain started. (had ridden)

Direct students to student book pages 312–313 for information and more examples of past perfect as well as present perfect and future perfect tenses.

Fluency

Reading "A Day to Volunteer"

Reading

Read this speech. Then answer Questions 1 through 8.

A Day to Volunteer

1 Principal Lee, Vice Principal Hernández, teachers, community leaders, and my fellow students:

2 Welcome to East Side School's first annual Volunteer Day. As the student body president, I would like to recognize many people for their work in making this day happen. I would like to say thank you to my English teacher, Mrs. Chung, who had helped me even before we decided to make this day a reality. Also, thank you to all the community leaders for their generosity; they have given us the school buses and the supplies we needed. Finally, I want to thank all of you, my hardworking fellow students, for sacrificing your time and energy to make today possible.

3 Before we begin the first annual Volunteer Day, I want to talk about the day's goals and what you will be seeing and doing. You will learn about the homeless and their need for shelter, food, and clothes. You will go to a day care center that needs repairs, and you will visit a retirement home. Let today motivate you to become a lifelong volunteer. You may only give twenty people sandwiches today, but think how many it would be if you did it once a month for the rest of your life. You may only paint one room in a day care center, but think how much help you could offer in a year. You may only spend several hours with an elderly person, but it could be the beginning of a friendship that could last many years. Finally, before the day is over, you will have given your time and energy, but you also will have received something in return: a thank you, a smile, or a hug.

4 Now let's get out there and give it all we've got! Let's show the world what East Side School can do to make the world a better place.

1 What does the word generosity mean in the following sentence from paragraph 2?

> Also, thank you to all the community leaders for their generosity; they have given us the school buses and the supplies we needed.

A giving
B learning
C accomplishing
D teaching

2 What does the word sacrificing mean in the following sentence from paragraph 2?

> Finally, I want to thank all of you, my hardworking fellow students, for sacrificing your time and energy to make today possible.

A purchasing
B getting rid of
C giving up something to achieve a goal
D storing

3 Who is making this speech?

A the principal of East Side School
B a teacher from East Side School
C a community leader
D the student body president of East Side School

4 What does the speaker hope will happen during Volunteer Day?

A Students will learn what it feels like to be homeless.
B Students will learn what it feels like to be elderly.
C Students will help others and learn from them.
D Students will start their own homeless shelters, day cares, and nursing homes.

5 Which sentence contains an example of the past perfect?

A Now let's get out there and give it all we've got!
B I would like to say thank you to my English teacher, Mrs. Chung, who had helped me even before we decided to make this day a reality.
C Also, thank you to all the community leaders for their generosity; they have given us the school buses and the supplies we needed.
D You will go to a day care center that needs repairs, and you will visit a retirement home.

6 Which of these contains an idiom?

A You may only spend several hours with an elderly person, but it could be the beginning of a friendship that could last many years.
B Also, thank you to all the community leaders for their generosity; they have given us the school buses and the supplies we needed.
C Let today motivate you to become a lifelong volunteer.
D Now let's get out there and give it all we've got!

7 Which sentence includes a verbal?

A I want to talk about the day's goals.
B You will learn about the homeless and their need for shelter, food, and clothes.
C You will go to a day care center that needs repairs, and you will visit a retirement home.
D Welcome to East Side School's first annual Volunteer Day.

8 Which phrase begins a section of parallelism?

A Before we begin
B Welcome to
C You may only
D Let today

Study Skill

Study groups Encourage students to form study groups. ***Say:*** *A study group can help you prepare for class or study for a test. Study groups are good because...*

- *it's easier to ask other students in a study group if you are too shy to ask a question in class.*
- *people in your study group may understand things that you do not. They can help you to understand important words or new grammar.*
- *you can compare notes with people in your study group. This will help you fill in information you have missed.*
- *talking about information with other people will help you remember it better.*
- *you can also help others in your group. It helps to give and take information within the group. Also, studying in a group can be more fun!*

Unit 5
Milestones to Achievement

Reteach verbals in writing and speaking Review the meaning of verbals with students. ***Say:*** *A verbal is a verb that is used as some other part of speech. A verbal can be an infinitive, a gerund, or a participle.* For students who are having trouble with verbals, you may wish to have them underline the verbals in the following sentences. You may present these sentences in grammatical groups (infinitives, gerunds, participles) or in mixed groups for students who simple need practice identifying verbals. Remind students that infinitives can be used like a noun. For practice identifying infinitives, have students underline or repeat the infinitive.

1. To star in a movie is my dream.
2. I want to speak fluent Chinese one day.
3. She needs to know more English.

Remind students that a gerund is used like a noun. For practice identifying gerunds, have students underline or repeat the gerund:

1. Writing a book is a difficult task.
2. We love cooking for our parents.
3. They earned a prize for collecting the most money for charity.

Remind students that participles are used like adjectives. For practice identifying participles, have students underline or repeat the past (*-ed*) or present (*-ing*) participle:

1. Built by the carpenters, the new house was ready for the movers.
2. The family, walking by the lake, got a lot of exercise and enjoyed nature.
3. A singing chef entertained all the guests at the restaurant.
4. Watched by the lifeguard, the children played happily in the pool.

Direct students to student book pages 338–339 for information and examples of verbals.

Revise writing using parallelism Some students will need practice with parallelism (when the same grammatical structures are repeated). Have these students finish the following sentences orally or in writing.

1. It's from Aunt Susan. She says hello, sends greetings, and ___!
   (sample answer: wishes you a happy birthday)
2. Do you think you could help me take out the garbage, make your bed, and ___? (sample answer: feed the dog)

Direct students to Student Edition page 341 for information on and examples of parallelism.

Answers
1. A; 2. C; 3. D; 4.C; 5. B; 6. D; 7. A; 8. C

UNIT 6 Materials: Chapter 1

Teacher's Edition
Staff Development Handbook pp. Txxi–Tliv
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Cluster Map, Word Web, Word Squares, Vocabulary Log, Paragraph, Persuasive-Debate & Writing
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 6, Chapter 1
ExamView Assessment: Unit 6, Chapter 1 Quiz
Rubrics: Rubric for Oral Reading Fluency, Rubric for Speaking Assessment, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 6, Chapter 1 Quiz

Milestones Tracker
Unit 6, Chapter 1

Audio Program
CD 4, Tracks 2–3

Student Book
Unit 6, Chapter 1, pp. 354–387
Milestones Handbook, pp. 429–469

Workbook
Unit 6, Chapter 1, pp. 229–248

Independent Practice CD-ROM
Unit 6, Chapter 1

Heinle Reading Library
Martin Luther King, by Herb Boyd

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones C Graphic Reader

	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
		CHAPTER 1		
1	Student Book	Pre-assess 10 MIN. Unit Opener (pp. 354–355) 40 MIN. Explore the Theme (p. 355) 40 MIN. Theme Activity (p. 355) 40 MIN. Chapter Focus Questions (p. 356) 10 MIN.		Echo Reading *Explore the Theme, questions (p. 355)
2	Student Book, Workbook	About the Reading (p. 356) 15 MIN. Build Background (p. 357) 40 MIN. Use Prior Knowledge (p. 357) 40 MIN. Vocabulary From the Reading (p. 358) 45 MIN.	Workbook (p. 229)	Paired Reading *Build Background (p. 357)
3	Student Book, Workbook	Academic Vocabulary (p. 359) 45 MIN. Reading Strategy (p. 359) 40 MIN. Text Genre (p. 360) 35 MIN. Meet the Author (p. 360) 20 MIN.	Workbook (p. 230)	Repeated Reading *Meet the Author (p. 360)
4	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 360) 15 MIN. Reading Selection (pp. 361–369) 125 MIN.	Workbook (p. 231)	Reader's Theatre *"Iqbal," paragraphs 1–15 (pp. 361–362)
5	Student Book, Workbook, Audio Program	Reading Selection (pp. 361–369) 140 MIN.	Workbook (p. 232)	CD Assisted Reading *"Iqbal," paragraphs 54–61 (p. 369)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
6	Student Book, Workbook	Apply the Reading Strategy (p. 370) 45 MIN. Academic Vocabulary (p. 370) 45 MIN. Reading Comprehension Questions (p. 371) 30 MIN. Literary Element (p. 371) 20 MIN.	Workbook (p. 233)	Reading Words in Chunks * Literary Element (p. 371)
7	Student Book, Workbook	About the Reading (p. 372) 20 MIN. Build Background (p. 372) 20 MIN. Vocabulary From the Reading (p. 372) 30 MIN. Reading Strategy (p. 373) 40 MIN. Text Genre (p. 373) 30 MIN.	Workbook (pp. 234–236)	Paired Reading *Text Genre (p. 373)
8	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 373) 15 MIN. Reading Selection (pp. 374–378) 105 MIN. Reading Comprehension Questions (p. 379) 20 MIN.	Workbook (p. 237)	CD Assisted Reading * "The Equal Rights Struggle Expands," paragraphs 4–7 (pp. 374–375)
9	Student Book, Workbook	Spelling (Workbook p. 238) 15 MIN. Writing Conventions (Workbook p. 239) 15 MIN. Connect Readings 1 and 2 (p. 379) 20 MIN. Listening and Speaking (p. 380) 60 MIN. Reading Fluency (p. 381) 30 MIN.	Workbook (pp. 238–239)	Repeated Reading *Listening and Speaking (p. 380)
10	Student Book, Workbook	Vocabulary Development (p. 381) 20 MIN. Grammar (pp. 382–383) 80 MIN. Grammar Expansion (Workbook p. 244) 40 MIN.	Workbook (pp. 240–244)	Echo Reading * Vocabulary Development (p. 381)
11	Student Book, Workbook	Writing Assignment (pp. 384–385) 60 MIN. Writing Support (p. 385) 20 MIN. Progress Check (pp. 386–387) 60 MIN.	Workbook (pp. 245–248) Have students study for the Chapter 1 Quiz.	Paired Reading * Student Model (p. 384–385)
12	Assessment Book	Chapter 1 Assessment (Assessment Book, Unit 6, Chapter 1 Quiz) 140 MIN.		Repeated Reading * "Jackie Robinson," paragraphs 1–3 (p. 387)

UNIT 6 Materials: Chapter 2, Apply & Extend, Milestones to Achievement

Teacher's Edition
Staff Development Handbook pp. Txxi–Tlvi
English-Spanish Cognates/False Cognates pp. Tlv–Tlvi

Teacher Resource CD-ROM
Graphic Organizers: Word Squares, Word Web, Vocabulary Log, Note-Taking
English-Spanish Cognates/False Cognates
Workbook Answer Key
Presentation Tool Unit 6, Chapter 2
Unit 6 Newsletters
ExamView Assessment: Unit 6, Chapter 2 Quiz
ExamView Assessment: Unit 6 Test
ExamView Assessment: End-of-Book Exam
Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand

Assessment Book
Unit 6, Chapter 2 Quiz
Unit 6, Test
End-of-Book Exam

Milestones Tracker
Unit 6, Chapter 2

Audio Program
CD 4, Tracks 4–6

Student Book
Unit 6, Chapter 2, pp. 388–417
Unit 6, Apply & Extend, pp. 418–424
Unit 6, Milestones to Achievement, pp. 425–427
Milestones Handbook, pp. 429–469

Workbook
Unit 6, Chapter 2, pp. 249–268

Independent Practice CD-ROM
Unit 6, Chapter 2

Heinle Reading Library
Martin Luther King, by Herb Boyd

Website
http://elt.heinle.com/milestones/

Online Professional Development
http://elt.heinle.com/milestonesopd/

Milestones C Graphic Reader

Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
	CHAPTER 2		
Student Book, Workbook	Chapter Focus Question (p. 388) 10 MIN. About the Reading (p. 388) 15 MIN. Build Background (p. 389) 35 MIN. Use Prior Knowledge (p. 389) 40 MIN. Vocabulary From the Reading (p. 390) 40 MIN.	Workbook (p. 249)	Reading Words in Chunks * Build Background (p. 389)
Student Book, Workbook	Academic Vocabulary (p. 391) 50 MIN. Reading Strategy (p. 391) 50 MIN. Text Genre (p. 392) 40 MIN.	Workbook (p. 250)	Paired Reading *Reading Strategy (p. 391)
Student Book, Workbook, Audio Program	Meet the Author (p. 392) 20 MIN. Reading Focus Questions (p. 392) 15 MIN. Reading Selection (pp. 393–399) 105 MIN.	Workbook (p. 251)	CD Assisted Reading * "Science Olympiad," paragraphs 2–4 (pp. 393–394)
Student Book, Workbook, Audio Program	Reading Selection (pp. 393–399) 140 MIN.	Workbook (p. 252)	Echo Reading * "He's Teacher, Student, and Cheerleader," paragraphs 1–7 (p. 397)
Student Book, Workbook	Apply the Reading Strategy (p. 400) 45 MIN. Academic Vocabulary (p. 400) 45 MIN. Reading Comprehension Questions (p. 401) 30 MIN. Text Elements (p. 401) 20 MIN.	Workbook (p. 253)	Reading Words in Chunks *Text Element (p. 401)

Day	Materials	Pacing Guide	Homework	Oral Reading Fluency Practice
18	Student Book, Workbook	About the Readings (p. 402) 15 MIN. Build Background (p. 402) 15 MIN. Vocabulary From the Reading (p. 402) 30 MIN. Reading Strategy (p. 403) 30 MIN. Text Genre (p. 403) 30 MIN. Meet the Author (p. 403) 20 MIN.	Workbook (pp. 254–256)	Paired Reading * Build Background (p. 402)
19	Student Book, Workbook, Audio Program	Reading Focus Questions (p. 403) 15 MIN. Reading Selections (pp. 404–408) 105 MIN. Reading Comprehension Questions (p. 409) 20 MIN	Workbook (p. 257)	CD Assisted Reading *"Harriet Tubman: Conductor on the Underground Railroad" (pp. 404–408)
20	Student Book, Workbook	Spelling (Workbook p. 258) 15 MIN. Writing Conventions (Workbook p. 259) 15 MIN. Connect Readings 1 and 2 (p. 409) 20 MIN. Listening and Speaking (p. 410) 70 MIN. Reading Fluency (p. 411) 20 MIN.	Workbook (pp. 258–259)	Choral Reading *Listening and Speaking (p. 410)
21	Student Book, Workbook	Vocabulary Development (p. 411) 20 MIN. Grammar (pp. 412–413) 80 MIN. Grammar Expansion (Workbook pp. 263–264) 40 MIN.	Workbook (pp. 260–264)	Repeated Reading * Vocabulary Development (p. 411)
22	Student Book, Workbook	Chapter 2 Assessment (Assessment Book, Unit 6, Chapter 2 Quiz) 140 MIN.	Workbook (pp. 265–268) Have students study for the Chapter 2 Quiz.	Echo Reading * Student Model (p. 414)
23	Assessment Book	Chapter 2 Assessment (Assessment Book, Unit 6, Chapter 2 Quiz) 140 MIN.		Echo Reading *"Local Teen Helps Classmates During School Fire," paragraphs 1–4 (p. 417)
		APPLY & EXTEND		
24	Student Book, Workbook	Listening and Speaking Workshop (pp. 418–419) 120 MIN. Media Workshop (p. 419) 20 MIN.	Prepare Media Workshop (Student Book p. 419)	Repeated Reading *Media Workshop (p. 419)
25	Student Book, Workbook	Media Workshop (p. 419) 120 MIN. Writing Workshop (pp. 420–422) 20 MIN.	Prepare Writing Workshop (Student Book pp. 420–422)	Paired Reading *Student Model (p. 421)
26	Student Book, Workbook	Writing Workshop (pp. 420–422) 120 MIN. Projects (p. 423) 20 MIN.	Prepare Project (Student Book p. 423)	Choral Reading *Revising and Editing Checklist (p. 422)
27	Student Book, Workbook	Projects (p. 423) 140 MIN.		Repeated Reading * Project 1 (p. 423)
28	Student Book, Workbook	Milestones to Achievement (pp. 425–427) 110 MIN. Review 30 MIN.	Have students study for the Unit 6 Test.	Echo Reading *"An Everyday Leader" (p. 425)
29	Assessment Book	Unit 6 Assessment (Assessment Book, Unit 6 Test) 140 MIN.	Have students study for the End-of-Book Exam.	Echo Reading "Harriet Beecher Stowe in Washington," paragraphs 1–7 (p. 426)
30	Assessment Book	End-of-Book Exam (Assessment Book, End-of-Book Exam) 140 MIN.		See Oral Reading Fluency activity in the print assessment.

UNIT 6
Preview the Unit

Preteach and Prepare

Preteach

Preview Leadership is command or direction. Tell students that the theme of this unit will be Leadership. Point to the unit title and pronounce the word. ***Say:*** *The word* lead *is the root of* leadership. *Having good leadership means that you are a good leader.*

Vocabulary

- **Build background** Have students name a leader whom they respect. Have them describe the characteristics of this person. ***Say:*** *What makes him or her a good leader?* Make a board list of a leader's qualities.
- **Ask questions to elicit information** ***Ask:*** *Have you ever been on a team? Was the coach a good leader? How about a band or orchestra? Musical groups need a good leader to be successful.*

Grammar

In this chapter, students will learn about time and reason clauses. ***Say:*** *Sometimes events have to happen in a certain order.* Write this sentence frame: *If we get home on time, we can* _____. "If we get home on time" *is a* _____ *clause. It must happen before we can* _____.

Explore the Image

- Explain that the pictures on the page show different kinds of leaders. Point to each picture and have students identify the leader.
- **Personal experience Invite** students to share their ideas about good leaders. ***Ask:*** *What are the qualities that make a good leader?* Name leaders that may not occur to students, such as a school principal, a bus driver, a parent, a teacher, even another student.
- **Critical thinking** Use the picture to discuss leadership. ***Ask:*** *What words would you use to describe the leaders in these pictures?* (Student, alone) *Why do you think others follow them?* (Leaders inspire confidence and show vision. An orchestra follows the conductor so that everyone can start together and play their best. A football team follows its coach. They trust him and want to follow his strategy to win.)



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Differentiated Instruction • Explore the Theme

Scaffolding

Point to each picture. ***Say:*** *The people in these pictures are leaders.* Have students draw a picture of a person who is a leader. Write a caption for the picture.

Extension

Have students consider the effort it takes to be a leader. ***Say:*** *Think of a leader you know.* ***Ask:*** *Have you ever thanked that person for their hard work?* Have students write a thank-you note to a leader they have known. Encourage them to include details about why this leader made a difference to them personally.

Leadership

UNIT 6



Explore the Theme

1. What does it mean to be a **leader**?
2. Think about the picture of the coach. A coach directs a team so all the players know what to do. What would happen if the team members did not follow the coach?
3. Do you think you would make a good **leader**? Why or why not?

Theme Activity

There have been many famous leaders throughout history. However, you may also know leaders in your own community or school. Make a list of all the leaders you can think of. Then write an explanation of what made or makes this person a leader.

Leader	What This Person Did/Does



Community Connection

Identify political leaders Some of our most famous leaders are presidents and governors. ***Say:*** *Political leaders have many responsibilities. People don't always agree with what they decide.* ***Ask:*** *Who are the leaders of the United States?* (the president and state leaders) Have students find out the name of the governor of your state. Challenge students to find out the name of the leaders of their native countries.

Home Connection

Define and clarify Have students ask 5 people at home or amongst friends: "1. What are the qualities of a good leader? 2. Name a person who is a good leader." Remind students to thank the person they interviewed. Share the results of the survey in small groups. ***Ask:*** *Did your group have similar or different answers?* Encourage volunteers to speak about both.

UNIT 6 Preview the Unit

Explore the Theme

Teacher Resources: Graphic Organizers: Cluster Map

- **Classroom management** Remember that many students may have little experience with organized activities. They may need to look to their school, friends, and family for examples of good leaders.
- **Teacher Think-Aloud** ***Say:*** *When I am in a group, I sometimes like to be the leader. Other times, I worry that it is too much responsibility. It is hard to be a leader. What are your experiences?*
- **Graphic organizer** Use a **Cluster Map** to help students list the qualities of a good leader. Write the words "Good Leader" in the center and have students fill in the surrounding bubbles. Make the following suggestions to start: *respectful, energetic, welcoming.*

Reading Fluency

Echo Reading Explore the Theme questions

Explore the Theme Sample Answers

1. To be a leader means to be in charge, to direct, to or lead people.
2. If the team members did not follow the coach, they could not work together to win.
3. Answers will vary. Yes. I like to help people and I have good ideas. Or: No. I like to be a follower rather than a leader. I am a good worker.

Theme Activity

- **Preteach vocabulary** Tell students that "to set a good example" is to do things that others will recognize as being responsible and helpful.
- **Relate to personal experience** Have student volunteers fill in the following statement to help them start thinking about what a leader *does*: *When I am a good leader, I ___.* Have students give details to explain a leader's qualities. Apply that same structure to the Theme Activity.

Objectives

Reading Strategies

Say: *A character in a story is a person or sometimes an animal. If you* analyze *a character, you study his or her actions and words to learn more about the character.*

In this chapter, we will learn to identify the main idea. *A main idea is an important message that the author is trying to express to the reader.*

Listening and Speaking

Say: Doing research *means looking in books and the Internet for information. In this unit, you will do research and you will share it with the class.* ***Ask:*** *Can you remember listening to someone who was an interesting speaker? Why was that speaker interesting?* (The presenter told interesting facts and details, showed interesting visuals, spoke in an interesting manner)

Grammar

A conditional clause tells what must happen first. ***Say:*** *A conditional clause may use the word* if. *For example,* If you study hard, you will earn an A. *In this chapter, you will learn how to use conditional clauses and how to find them in the stories you read.*

Pre-Assessment

See if students know the difference between fact and opinion. ***Say:*** *The leader of the U.S. is the president. Fact or opinion?* (fact) *Carrots are delicious.* (opinion)

Post-Assessment

Select items from the **Assessment Program** in the **Teacher Resource CD-ROM with ExamView®**

Chapter Focus Question

Preteach ***Say:*** *A* quality *is a characteristic. An example of a quality is* laziness *or* good humor. *Think of a good leader you know. Is this person lazy?* (no)

Chapter Focus Question Sample Answer
A good leader must be smart, organized, flexible, and [illegible]

Before the Reading

Vocabulary development Point to the title *Iqbal*. ***Say:*** *This is a boy's name. It is not a familiar name in the U.S. It is familiar in some Middle Eastern countries.* ***Ask:*** *Do you know someone with this name? How do you pronounce it?*

CHAPTER 1

Objectives

Reading Strategies
Analyze character; Identify the main idea

Listening and Speaking
Give a research presentation

Grammar
Learn conditional clauses

Writing
Write a persuasive essay

Academic Vocabulary

dialogue	affect
justify	judge

Academic Content

Biography of freedom fighter Iqbal Masih

Labor leaders Dolores Huerta and César Chávez

Chapter Focus Question
What qualities must a good leader have?

Reading 1 **Literature**
Novel (excerpt)
Iqbal
by Francesco D'Adamo

Reading 2 **Content:** Social Studies
Textbook
The Equal Rights Struggle Expands

Iqbal

About the Reading

Sometimes, a person who at first does not seem very powerful discovers the strength and ability to be a great leader. In *Iqbal* you will read about such a person.



356 Unit 6 • Chapter 1

Differentiated Instruction • Use Prior Knowledge

Scaffolding

Write the word *Pakistan* on the board. Point out Pakistan on a map. Explain that some Pakistanis are very poor. Children of poor families often have to work. ***Say:*** *This story takes place in Pakistan. That means Pakistan is the setting. The setting of a story is the place where it takes place.*

Extension

Tell students that the two stories they'll read in this chapter are about freedom fighters. Ask students what they know about freedom fighters. Have students look on the Internet for information about freedom fighters and share it with the class.

Before Reading 1

Build Background

Iqbal Masih

Iqbal is a story based on the real-life experiences of a young boy from Pakistan named Iqbal Masih. When he was 4 years old, Iqbal's family sold him to a moneylender. Iqbal was to work until his family's loan was paid. But like so many children in this situation in Pakistan, Iqbal's release never occurred. He worked for years at a carpet factory, in chains, for 14 or more hours each day and with little to eat or drink. When he was 10, Iqbal escaped. He joined an organization that fought to save child workers. With their help, Iqbal rescued thousands of children from a life of slavery. He also brought international attention to the issue of child labor. In 1994, when he was barely 12 years old, Iqbal won the Reebok Human Rights Award for his work. In 1995, Iqbal was killed, possibly by someone within the carpet industry who made money from the child labor that Iqbal tried to end.



As this excerpt begins, Iqbal has been freed from the factory where he worked. He is still living with the group who freed him—the Liberation Front, run by a man named Eshan Khan—at their headquarters, along with a few other children like him.

Use Prior Knowledge

Brainstorm About Fighting for a Cause

A cause is an effort that focuses on a goal—usually a serious and challenging goal. People often work on causes that help others. Iqbal's cause, for example, was ending child labor. His goal was to free the children who were sold into slavery.

Brainstorm with a partner to make a list of important causes. For each of these causes, choose a well-known person who would be a good leader or representative for that cause.

Cause	Leader

Unit 6 • Chapter 1
Before Reading 1

Build Background

Iqbal Masih

- **Preview** ***Say:*** *The story you will read is based on a real life story. A boy escapes from slavery and helps hundreds of other children to escape.*
- **Preassess** Invite students to share what they already know about working conditions, both in the U.S. and in their home countries. Show sensitivity to cultural differences that may be interpreted as criticism.
- **Teach** After students read the background information about Iqbal, check their understanding. Ask them to give a brief summary of Iqbal's life and actions. Write student's ideas on the board. Focus on the most important points. Allow students to talk about the challenges of Iqbal's life. ***Say:*** *Can you imagine being sold to a factory at 4 years old? What must Iqbal have felt like?*
- **Preteach vocabulary** Write *moneylender* on the board. Separate the word into its two parts, *money* and *lender*. Ask students to work out the meaning of the word by looking at its parts. ***Say:*** *A moneylender is a person who will let you borrow money. He lends money that you must pay back.*

Reading Fluency

Paired Reading Build Background

Use Prior Knowledge

Brainstorm About Fighting for a Cause

- Teacher Resources: Graphic Organizers: Two-Column Chart
- **Preview** ***Say:*** *You learned about cause and effect in another unit. In this unit, the word* cause *has a different meaning. This kind of cause is purpose, or goal, that someone feels strongly about.*
- **Prepare** Draw the **Two-Column Chart** on the board with the headings given. Invite students to copy the chart into their notebooks and fill it out with their own prior knowledge or hand out the graphic organizer. Give an example of a cause and a leader. (*civil rights / Dr. Martin Luther King, Jr.*)

Cultural Connection

Build Background Brainstorm a list of stories or historical figures that show leadership. Give examples. ***Say:*** *George Washington was a military leader. He led the American colonists as they fought to end British rule in the 13 colonies.* Remind students about Benito Juárez in Unit 4 who led the Mexicans in their fight against the French. Today, he is celebrated on Cinco de Mayo. ***Ask:*** *What leaders do you know about from the history of your culture?*

Social Studies Connection

Relate to personal experience Anyone can be a leader. ***Say:*** *You might be a leader of your younger brothers and sisters. Maybe you lead your pets. Are you a leader in school?* Have students think about their example of leadership from the Unit Opener. Then have students write a song, poem, short story, or descriptive paragraph about their experience. Invite volunteers to share their written work with the class.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Word Squares, Vocabulary Log

Word Connections

companion *(friend, fellowship, fraternity)*
courageous *(adventurous, daring, heroic, strong)*
distribute *(circulate, deliver, divide, partition)*
immense *(boundless, endless, enormous, vast)*
timid *(afraid, bashful, fearful, shy, spineless)*
tireless *(active, eager, steadfast)*

Have students use a **Word Web** to understand the Word Connections.

- **recognition** Have students look for the root word in the words *courageous* (courage), and *tireless* (tire). Explain that prefixes and suffixes change the meaning and part of speech for some words.
- **graphic organizer** Teach students to use a **Word Squares** graphic organizer to further explore word connections. Have students write the key word, its synonyms, its part of speech, and a sample sentence with context clues in each quadrant of the Word Square.
- **Preview** Tell students to look through the story. Have them find each Key Vocabulary word as it is used in the story.
- **Relate to personal experience** Ask students to name one of their *companions*. Ask them to think of animal they would consider *timid*. Give an example of a *courageous* act.

Practice Vocabulary Answers

companions, timid
courageous, tireless
tireless

Use Vocabulary Independently Sample

It is an immense animal. Its young can

efighters are courageous.
ers are good companions when they

raughters' tireless work keeps us safe from

boy distributes papers every day.

Checkpoint Sample Answers

police officers, and surgeons are
urageous individuals.
often timid creatures.

Before Reading 1

Key Vocabulary

- companion
- courageous
- distribute
- immense
- timid
- tireless

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Use the context (the other words and phrases in the sentence) to determine the meaning of the **highlighted** word.

1. My **companions** and I spent the afternoon washing dogs at the shelter. We all like to help animals.
2. My friend and her dog help to rescue hikers who are lost in the mountains. They are a **courageous** team, searching even in terrible weather conditions.
3. Suzanne **distributes** food to needy families all over her town. Sometimes it takes her hours to deliver food to so many houses.
4. Toby is an **immense** dog; he weighs nearly 140 pounds, and his back is as high as my waist.
5. Many of the dogs at the shelter are **timid.** They won't come up to you, even if you offer them a treat.
6. Suzanne's **tireless** work is impressive. Although she could use a break, she keeps working until every dog is clean and happy.

Practice Vocabulary Use all of the Key Vocabulary words to describe the pictures below. Each picture can be described by more than one vocabulary word.







Checkpoint

1. Identify three jobs that require the worker to be **courageous**.
2. Identify one kind of animal that is usually **timid**.

Use Vocabulary Independently For each Key Vocabulary word, write a sentence that describes one of the pictures above.

Vocabulary Log | Workbook page 229 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

Write the following sentence starters on the board and have students complete them in their vocabulary notebooks.

My courageous companion is ___. This is a good description because ___.

My timid companion is ___. This is a good description because ___.

My tireless companion is ___. This is a good description because ___.

Extension

Have students work in pairs to study the Key Vocabulary words. Have each student make a note card with the word on one side and the definition on the reverse. Have one student read the word aloud. The companion must spell the word correctly, pronounce the word, and define the word. Then the speaker must use the word in a sentence. Monitor students for correct sentence usage and pronunciation.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
dialogue *noun*	a conversation between two or more people or characters	Marco and Luisa are practicing their **dialogue** for the school play.	
justify *verb*	to give a reason for an action	Josh uses information from several textbooks to **justify** his answer.	

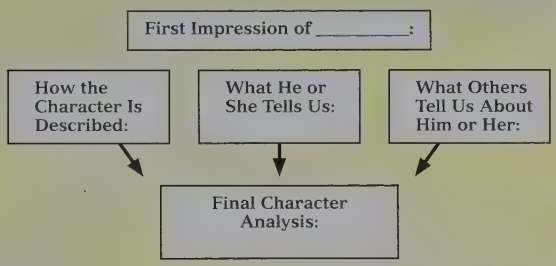
Draw a picture and write a sentence for each word.

Reading Strategy

Analyze Character

To analyze character, look for details that reveal the personality of a person in a story. Think about what the person says and does. Think about what is revealed in **dialogues** between him or her and other characters. This information will give you insight into the character.

As you read, note these details about the main characters. When you finish *Iqbal,* you will fill in the flow chart below to analyze and **justify** your ideas about the main characters.



Checkpoint

1. What is a **dialogue**?
2. What does it mean to **justify** your ideas?

Vocabulary Log | Workbook page 230 | Independent Practice CD-ROM/Online

Writing Strategies

Parts of speech An adjective describes a noun. Have students name the adjectives on the Key Vocabulary list. (*courageous, immense, timid, tireless*) ***Say:*** *Look at the sentences in the Learn Vocabulary activity on page 358.* ***Ask:*** *What other adjectives can you find there?* (terrible, needy, many, high, big, every, clean, happy)

Social Studies Connection

Discuss examples Use adjectives to discuss the skill of Analyzing Character. Use a figure that students know, such as the school principal, a fellow teacher, or a public figure. ***Ask:*** *What adjectives describe this person? How do these adjectives tell you about this person? A character in a story can also be analyzed. Think about the qualities, usually adjectives, that describe the character.*

Unit 6 • Chapter 1 Before Reading 1

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

dialogue *(chat, communication, exchange, discussion, remarks)*

justify *(confirm, contend, defend, establish, validate)*

Have students use **Word Webs** to show relationships between words in the Word Connections

- **Vocabulary development** Allow students to speak among themselves for a few moments. ***Say:*** *You just had a dialogue. When two people speak, it is a dialogue.* ***Ask:*** *Who was your dialogue with?* (The student names the person they spoke with.) Ask students to justify being in school. ***Say:*** *When you explain why you do something, you justify your action.*
- **Paired discussion** Have students work in pairs to compare their drawings and sentences.

Reading Strategy

Analyze Character

- **Preteach** ***Say:*** *A character is a person or animal in a story. The characters in* Cinderella *are the step-sisters, the godmother, the Prince, and Cinderella.* Have students copy the chart on page 359 in their notebooks. ***Say:*** *You will write your thoughts in each box after you read* "Iqbal."
- **Apply** Explain that each entry on the chart will need to be justified by something in the text. ***Ask:*** *A character sits on a couch, watches TV, and never helps his mother. What character trait does this description justify?* (lazy)

Checkpoint Sample Answer

1. A dialogue is a conversation between two or more people or characters.
2. When you justify your ideas, you give reasons for them.

Text Genre

Novel

A conflict is a problem that a character must solve. Discuss conflicts in literature. Give examples: *Conflict against self*—a character struggles to decide what kind of person to be. *Against a person*—a struggle with another character. *Against nature*—a character is lost in the woods or caught in a blizzard. *Against society*—a character works to make the community a better place.

Preteach vocabulary: Apply Tell a short story. ***Say:*** *A crow found a water glass on a porch. She wanted to drink the water. But her beak was too short to get the water. She worked hard to bring more pebbles to the glass and drop them in. Soon the pebbles had made the water rise and the crow could drink.* ***Ask:*** *What is the setting?* (a porch) *The character?* (the crow) *The conflict?* (The crow cannot get the water.) *The mood?* (thoughtful and amusing)

Meet the Author

Francesco D'Adamo

Author background D'Adamo's work focuses on themes such as crime, danger, or violence. His writing talks about harsh living conditions and dangers for children.

Fluency

Reading Meet the Author

Focus Questions

- **Preteach think-Aloud** ***Say:*** *Remember that a hero is a courageous person, facing danger to help others. You will complete the Reading Focus Questions after we read the story.*
- **Author's purpose** ***Ask:*** *Why do you think an author would choose to focus on the life of a child?* (A child's actions could inspire people to demand change.)

Reading Focus Questions Sample Answers

Although young, Iqbal decides to lead people to understand that slavery and child labor is wrong.
Probably wrote about Iqbal Masih because [illegible] a special young man who changed
D'Adamo wanted more people to
e of the problem of child labor and
[illegible]wide
e for children to be leaders, but very few
the maturity and knowledge to lead

Checkpoint Answers

count is a kind of fiction that has
and events based on real people, but the
ads his or her own creative details.
a problem or a struggle.

Before Reading 1

Build Your Knowledge

Who is the narrator of this novel? Look for clues in the reading that tell you it is a girl named Fatima. She is another child who Eshan Khan freed from a moneylender. The story about Iqbal is told from her first-person point of view.

Text Genre

Novel

A **novel** is a long work of fiction. *Iqbal* is a special kind of fiction called a **fictional account.** In a fictional account, the characters and events are based on real people, but the author adds his or her own creative details. Most novels share the features below.

Novel	
characters	people in a novel or story
mood	feeling the author wants the reader to experience while reading scenes or moments in the novel
setting	where and when a story takes place
conflict	a problem or struggle at the center of a story

Meet the Author

Francesco D'Adamo has written books for readers of all ages. He has won notable awards for his children's books, many of which were first published in Italy. *Iqbal* is the first of D'Adamo's books to be published in the United States, and it has been translated into 10 languages. D'Adamo lives in Milan, Italy.

Reading Focus Questions

As you read, think about these questions.

1. How does *Iqbal* relate to the theme of "leadership"?
2. What do you think was the author's purpose for writing *Iqbal*?
3. Do you think it is possible for a child to be a leader? Why or why not?

Checkpoint

1. What is a **fictional account**?
2. What is a **conflict**?

Workbook page 231
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Review the concept of mood. ***Say:*** *Sometimes you feel like reading the comics. Other times you feel like reading a textbook. One difference between these works is the* mood. *The comics create a funny mood. The textbook creates a serious mood.*

Extension

Remind students that a novel is a long work of fiction. Have students work cooperatively with a partner to devise a 4-week reading plan for self-chosen novels. After reading the work, have them answer questions about *conflict, setting, character,* and *mood.* Then ask for a brief summary of the main events in the novel.

Reading 1
Literature

Iqbal

by Francesco D'Adamo

1 That same evening, after dinner, Iqbal made a **solemn declaration** to the men and women who were meeting in the big downstairs room: "I want to stay and help you free all the children who are slaves in Pakistan."

2 Eshan Khan looked at him and smiled.

3 "That's not possible, Iqbal. You were very **courageous** when you **rebelled** and helped us rescue your **companions**, but you can't stay here with us. You belong to your family. What would your father and mother say if we didn't take you home to them?"

Reading Strategy
Analyze Character Which of Eshan Khan's words reveal something about Iqbal's character?

4 "What good will it do me to go home, if after a year or even sooner I'm a slave again? Or Maria, or Fatima? Or the others? How many children are out there working the way we were?"

5 "We don't know for sure. There are hundreds of **clandestine** carpet factories just in Lahore, and in the countryside there are the brick-making **kilns**. Up toward the mountains there are the mines. And then there are the farm slaves . . . tens of thousands of children, hundreds of thousands, maybe . . ."



Loom for making carpets

6 "You want to free them," said Iqbal. "And, so do I."

7 Maria and I watched, our mouths wide open, we were so impressed. Iqbal was talking like an adult.

Reading Check
1. **Recall details** According to Eshan Khan, who does Iqbal belong to?
2. **Recall details** Does Eshan Khan know how many children are working as slaves? Why not?
3. **Analyze character** Why are Maria and the narrator impressed with Iqbal?

solemn serious, not to be taken lightly
declaration statement
rebelled resisted, fought against
clandestine hidden, secret
kilns ovens in which clay is baked into bricks

Social Studies Connection

Connect ***Say:*** *In some countries, poor families must give up a child to repay a loan. The child's wages should pay off the loan. However, factory owners can claim that a child's wages did not pay off the loan, and the child will never be freed.* Explain that these children do not get enough to eat, may get injured, or become ill. Many die in slavery.

Writing Strategies

Help students prepare for making citations later by demonstrating how to use evidence. Write this sentence on the board:

Iqbal is brave. ***Say:*** *Look for evidence in the text to support this sentence.* (Possible answers: Iqbal says *"I want to stay and help you free all the children who are slaves in Pakistan."* "*What good will it do me to go home, if after a year or even sooner I'm a slave again?*")

Iqbal, excerpted from the novel *Iqbal* by Francesco D'Adamo, translated by Ann Leonori. Copyright 2001 by Edizioni El. English language translation copyright 2003 by Ann Leonori. Adapted and reprinted by permission of the author, translator and BookStop Literary Agency.
Student Edition pages: 361–369; **Description of change:** excerpted portion of novel; **Rationale:** fit

Read the Selection

CD 4, Track 2 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Point to the title and the author. ***Say:*** *The title is* also *the name of the main character. The author's name is found under the title.The picture on page 361 shows a rug on a loom. What can you predict about the story?* (Iqbal probably worked in a rug factory.)
- **Map skills** Tell students that Lahore is a large city in Pakistan where many industries are located. Challenge students to find Lahore on a map.
- **Build Background** Explain that the picture shows a carpet loom. Weavers handle many threads in small spaces. Children are well suited for this task because they have small fingers. Children spend many hours every day paying off the loans that forced them into labor.
- **Dialogue** Each time someone speaks, there is a new paragraph. This may be confusing to readers. Make a list of the characters on the board: *Eshan Khan, Iqbal, Maria, Fatima.* Have students identify the speaker of each new piece of dialogue.

Reading Fluency

Readers Theatre *Iqbal*

Reading Strategy

Analyze character Have students locate speeches by Eshan Khan. Ask them what his words tell about him. (He is kind, protective, wise.)

Reading Strategy Sample Answer
Eshan Khan says that Iqbal is courageous, that he rebelled, and that he helped rescue his friends.

Reading Check Answers
1. Eshan Khan felt that Iqbal belongs to his family.
2. It is not known how many children are slaves because many businesses that use slaves operate in secret.
3. They are impressed that such a young person could behave and think like an adult.

Read the Selection

Instructional Routine for Reading
page Txxvi

- **Preteach vocabulary** Write the challenging words with their definitions that are not listed in the footnotes:
  kiln owners *(people who own the ovens for baking pottery)*
  moneylenders *(people who lend money to help people pay their debts)*
  threaten *(to make hostile motions toward)*
- **Cooperative reading** Have students work in groups to read page 362. Divide the page into equal parts and have students take turns reading aloud.
- **Interpret the image** Draw attention to the image. ***Ask:*** *Who do you think are the characters in the image? Which one is Iqbal? What can you tell about his character from the drawing? What part of the story does this image relate to?* (Iqbal is the child in the [illegible] saying he is not afraid.)
- **[illegible] the speaker** Explain that the narrator in the story is Fatima, a rescued girl who lives at the Liberation Front headquarters. ***Say:*** *The story is told in the first-person point of view. The narrator tells what she has seen and heard. She uses the words* I *and* me. *Fatima is telling the story.*

[illegible] Strategy

[illegible]acter Remind students that Eshan Khan is a leader of the Liberation Front. He rescued Iqbal from slavery.

[illegible] Strategy Sample Answer
Iqbal's dialogue indicates his readiness to learn, and his determination to free other children.

8 "Think it over, Eshan," one of the men said. "The boy is clever and could be useful. You know how hard it is to get the **magistrates** to **intervene**. Iqbal could sneak in and talk to the children, who would trust him. He can find the proof we need. If it hadn't been for him, we would never have been able to stop Hussain Khan."

9 Eshan Khan continued to shake his head.

10 "No. He'd have to learn so many things. . . ."

Reading Strategy
Analyze Character
What does Iqbal's **dialogue** with Eshan Khan reveal about Iqbal?

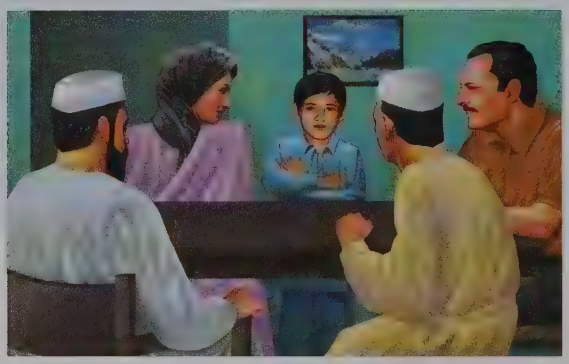
11 "I'll learn," Iqbal promised. "I've already learned to read and write. Well . . . a little, anyway."

12 "It's too dangerous. The carpet merchants and the kiln owners are very powerful. The moneylenders are **influential**. The police tend to protect them—you've already seen that. And the magistrates just look the other way. All of us here have been threatened and **persecuted**. No, we can't allow it."

13 Iqbal stood up and drew himself to his tallest, which actually wasn't very tall. He looked **immensely** tall to us, though, as if he could touch the ceiling.

14 "I'm not afraid," he said. "I'm not afraid of anybody."

15 They believed him.



magistrates civil officers with limited power to administer and enforce the law
intervene step in to stop something; here, defend the children against the factory owners and moneylenders
influential powerful
persecuted treated unfairly or harshly

Differentiated Instruction • Reading Comprehension

Scaffolding
Tell students that the character called Hussain Khan is the owner of a carpet factory where children are forced to work.
Ask: *What did Hussain Khan do to harm Iqbal and other children?* (He forced the children to work in his factories.)

Extension
Tell students that a play has very little narration. It is mostly dialogue. Have students rewrite part or the entire story in this chapter into a play. Have them use the dialogue from the story and add dialogue that they can infer from the characters who narrate the story. Have volunteers share or perform their plays with the class.

16 Iqbal went home to visit his family. Ten days later Eshan Khan brought him back, and he spent the rest of the day closed up in his room. Toward evening he came out and said, "My mother cried and my father was frightened for me, but now they understand my choice, and they approve. I've promised that I'll go back as often as I can, especially for our holidays, but I want to stay here, Fatima. I want to study. I want to learn everything I can. I want to be a famous lawyer and free all the children in Pakistan."

17 "Good for you, Iqbal!" exclaimed Maria.

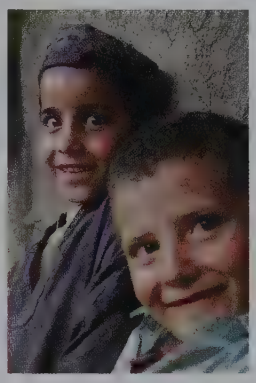
18 I said the same, but my voice **trembled.**

19 Iqbal did study. We all did. He also took part in the meetings of the Liberation Front, listening so carefully that his forehead would become wrinkled with the effort to understand.

20 Less than a month after we had been rescued, Iqbal managed to sneak into a carpet factory that was hidden in a damp cellar in the northern outskirts of Lahore. He found thirty-two children covered with **scabies** and wounds, so thin their ribs almost cut through their skin. He spoke to them. He showed them the scars on his hands to win their trust, and he took photos of the chains, the **looms**, the water seeping in. The place was raided three days later by some men from the Liberation Front, accompanied by a magistrate and policemen, who arrested the **proprietor** and freed the children.

Reading Strategy

Analyze Character
What do Iqbal's actions with the children reveal about his character?



Reading Check

1. **Recall facts** What does Iqbal want to become?
2. **Recall facts** What does Iqbal do to win the trust of the children in the carpet factory?
3. **Draw conclusions** Do you think Iqbal had to win the children's trust?

trembled shook or wavered
scabies an itchy rash that is caused by the bites of very small insects
looms carpet-weaving machines
proprietor owner and operator

Unit 6 • Chapter 1
Reading 1: Literature

Read the Selection

- **Lifting sentences** After reading the selection, have students copy sentences from the text which highlight key events in the plot to form a summary of the literature.
- **Interpret the image** Point out the boys in the picture. ***Ask:*** *Do the boys look like the children that the narrator describes in the story?* (The boys are not as sick as the children in the story, but they are the right age.)
- **Analyze setting** Have students reread paragraph 20 looking for details about the setting. Point out the phrases such as "*the chains, the looms, the water seeping in, damp cellar.*" ***Ask:*** *How do these details help you "see" the place that Iqbal saw?* (The details create a picture of the terrible conditions for the children.)

Reading Strategy

Analyze character Point out what actions the questions is referring to. (Iqbal talks to the children and shows them his scars.)

Reading Strategy Sample Answer
The way Iqbal acts with the children, speaking to them and showing them his scars, reveals that he has not forgotten his past and wants to prevent other children from having to go through what he went through.

Reading Check Answers
1. Iqbal wants to become a lawyer.
2. Iqbal shows the children the scars on his hands. This is proof that he had been a slave like them.
3. The children probably suspected that Iqbal was working for a moneylender or factory owner.

Arts Connection

Connect Ask students to reread the description of the carpet factory in paragraph 20. Point out that the author uses descriptive words and sensory language to help the reader "see" the factory. Have students draw or paint the scene, create a picture of a single figure, or make an abstract work that portrays their feelings. Post the artwork on a bulletin board display.

Language Transfer and Interference

Phonemic awareness Many students may not recognize plural forms of irregular nouns. Offer these examples: *child / children, man / men, wife / wives.* Some students may forget to add the plural "-s" ending to the end of regular plurals. Practice making words plural beginning with this list of words from the selection.

minute
moneylender
woman
authority
family

Read the Selection

- **Preteach vocabulary** Make sure students understand the words: *liberated* (freed from slavery); *isolated* (separated, alone); *countryside* (far from the city); *harvest* (gathering of the crops); *bond* (give into slavery); *mission* (project, assignment); *prison* (jail); *anxiously* (nervously).
- **Inquiry reading** Have students read silently to find the answer to a teacher- or student-posed question or to find evidence to support an answer. The answer / evidence is found through silent reading and shared by reading aloud. ***Ask:*** *Who does Iqbal blame for the enslaved children?* (the moneylenders)
- **Interpret the image** ***Say:*** *Look at the children in the picture. How are they different from the children described in the story?* (In the story, the children are starved and filthy. The children in the picture are clean, happy, and wearing attractive clothing.)

Reading Strategy

Analyze Character Ask questions to help focus students' thinking: *Is Iqbal active? Is he wise? Is he brave? Is he happy?* Ask for text evidence as proof of student opinions.

Strategy Sample Answer
Iqbal's hard work indicates that he feels strongly about freeing children from the life of slavery

21 All that night and throughout the next day Maria and I worked alongside Eshan Khan's wife and the other women, carrying pots of hot water back and forth for baths and making beds for the new arrivals.

22 Were they ever dirty! It was hard to believe that we were like that when we arrived.

23 Iqbal continued to take his declaration seriously. Over the next few months, he helped close eleven more factories. Almost two hundred children were liberated. They all passed through **Headquarters**, which at times looked like an **orphanage**! They were cared for and then sent back to their families. All the children told the same story, "our" story. They came from isolated villages in the middle of the countryside; there was a bad harvest or an illness, and the families had to ask for loans from the moneylenders. Then the families had to **bond** their children to pay back the debt.

Reading Strategy

Analyze Character
What does Iqbal's hard work indicate about his character?

24 Iqbal wanted to do more.

25 "We have to hit the moneylenders," Iqbal said. "They're to blame for everything."

26 By now he had taken his place in the meetings of the adults, speaking up with **authority**. He was **tireless**. The minute he finished one mission, he began another.

27 "We have to send them all to prison, every single one!" he would say.



28 Maria and I were uncomfortable when he was out **scoping** illegal factories. We worried and waited anxiously for his return.

Headquarters the office and home site of the Liberation Front organization
orphanage temporary home for children without families to live with
bond give for labor as a way of repaying a loan
authority knowledge and expertise
scoping spying on, studying in secret

Differentiated Instruction • Reading Comprehension

Scaffolding

Ask questions to reinforce understanding: ***Ask:*** *Why are Maria and Fatima and Eshan Khan's wife carrying pots of hot water?* (They are bathing the dirty children.) *Why are the children dirty?* (They live in terrible conditions enslaved in a carpet factory.) *Where did the children come from?* (the countryside where their families bonded them for debt) *Where will the children go after they are free and clean and fed?* (back to their families)

Extension

Have students tell Fatima's story as far as they can piece it together. Have students suggest information about her background and write it on the board. It should be something like the following: *Fatima's family lives in the country. Her family suffered from hard times (perhaps an illness or a bad harvest). The family borrowed money from a moneylender. Later, they could not pay their loan. The moneylender said he would put Fatima to work in a factory to pay the family's debt. Fatima was rescued by the Liberation Front.*

29 One night he didn't come home and we were afraid something had happened to him. He returned the next morning with a black eye and a cut on his cheek.

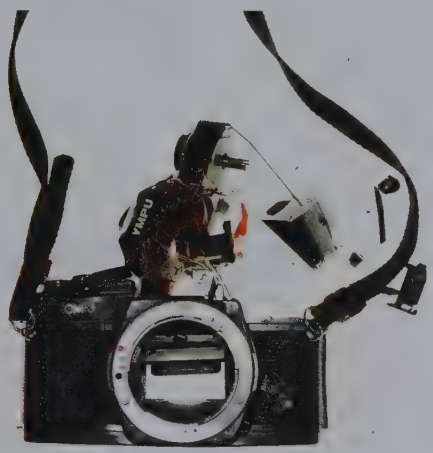
30 "I found another workshop," he said, "but they caught me. They smashed the camera, too. Let's just wait a few days, then I'll go back."

31 Eshan Khan was proud of him and treated him like a son. And Maria and I were treated like daughters. We had everything we needed, but still I **fretted** sometimes. Iqbal's and my **paths** were going in different directions, and I felt that soon we would have to separate. I was also occupied by thoughts of my family. Sooner or later my relatives would be found. What would I do then?

32 But there were problems much more important than mine. Eshan Khan was worried. "We have to be careful," he said, "Because *they*, the moneylenders and the people who get rich by **exploiting** children, won't give in so easily. The more children we liberate, the more exploiters we accuse, the more they will try to silence us. That's what they're afraid of . . . our voice. They get rich and fatten where there's silence and ignorance."

Reading Strategy

Analyze Character What does Iqbal's desire to go back reveal about his character?



Reading Check

1. **Recall details** How do Eshan Khan and the Liberation Front treat the children who are staying with them?
2. **Identify text evidence** Identify two pieces of evidence that indicate how dangerous the Liberation Front's work can be.
3. **Make an inference** What do you think Eshan Khan means when he says the moneylenders "will try to silence us"?

fretted worried
paths directions in life
exploiting taking terrible advantage of

Writing Connection

Iqbal says that the moneylenders are to blame for the enslaved children. Have students write a newspaper editorial to support Iqbal's statement. Make sure the letters include a clearly stated opinion at the beginning and that the opinion is supported by facts and details. Allow volunteers to read their letters to the class.

Cultural Connection

Have students form small groups to discuss what child labor is. What laws protect children? Ask them to think about what they have heard about child labor in other cultures. ***Ask:*** *Where does child labor exist?* (Child labor exists in most countries in some form; many countries protect the number of hours and types of labor a child can perform) *Is it permitted in this country?* (Yes. Child labor laws vary from state to state, but it is a general law that children may not work long hours or work in dangerous conditions.)

Read the Selection

- **Think about dialogue** ***Say:*** *Draw attention to Eshan Khan's words in paragraph 32.* ***Ask:*** *What opinion or thesis does Eshan Khan state?* ("The more children we liberate, the more exploiters we accuse, the more they will try to silence us. That's what they're afraid of… our voice. They get rich and fatten where there's silence and ignorance.") *What does Eshan Khan mean by "They get rich and fatten?"* (He means that factory owners are getting rich from child labor, which they do not pay for.)
- **Teacher read aloud** Read page 365 aloud. Pause to make sure that students follow the plot.
- **Interpret the image** ***Ask:*** *How is the camera relevant to the story?* (Iqbal carries a camera to take pictures of the factories. At one factory, he is caught and his camera is smashed. This photo shows a broken camera.)

Reading Strategy

Analyze character The quotation is in paragraph 30. Have students list Iqbal's experiences before they answer the question. (He had been beaten and his camera smashed for trying to show working conditions in one factory.)

Reading Strategy Sample Answer
Iqbal's dialogue indicates that he is determined to help the children, no matter what the factory owners do to him.

Reading Check Answers
1. Eshan Khan and the Liberation Front treat the children like sons and daughters.
2. Iqbal's wounds and his broken camera prove that the Liberation Front's work is dangerous.
3. Eshan Khan means that the exploiters may try to shut down the organization, or they may try to kill them.

Read the Selection

- **Clarify text** Explain that "Headquarters" is the main office of the Liberation Front. ***Ask:*** *What happens at Headquarters?* (Children stay until their families are found. The leaders hold meetings and plan raids.) *What happens in paragraph 36?* (Attackers shoot at the building and run off.)
- **Choral reading** Read page 366 aloud as a group. Read loudly and slowly so that students can hear the sound of each word.
- **Interpret the image** ***Ask:*** *What is happening in the photograph?* (It shows a market in Lahore.) *What can you tell about Lahore from the picture?* (It is a busy, crowded, dusty city. The market attracts many people.)

ding Strategy

...e character Have students summarize ...han's statement. (He speaks about the danger ...at Iqbal is in, and how the Liberation Front will ... to be in charge of protecting him.)

Reading Strategy Sample Answer
...he statement reflects the personality of a gentle ... who cares about the children he has saved and is worried about Iqbal's safety, but he also wants to continue with the missions.



A vegetable market in Lahore, Pakistan

Reading Strategy

Analyze Character
What does Eshan Khan's **statement** reflect about his character? Explain your answer.

33 One evening I overheard Eshan Khan talking softly to his wife.

34 "It's Iqbal who worries me. By now they know him. They know that it's thanks to him that we can find them. He's so enthusiastic, but he's **rash**. We'll have to be more cautious."

35 Soon there were two men on guard in the big downstairs room.

36 One night something woke us. We heard strange noises, then gunshots. Then there were shouts and the sound of running feet.

37 "What's happening?" we asked.

38 No one answered.

39 Out in the street some people shook their fists at us, and there were tough-looking men on the sidewalk in front of Headquarters. They would stand there for hours, watching us go in and out.

40 When I thought about Eshan Khan's *they*, I thought of Hussain Khan, but I also realized *they* had to be something even bigger and much worse.

41 Then came the **episode** in the market to **reinforce** my fears.

42 Even in a city as big and modern as Lahore, the outdoor market is the true center of life and activity. Sooner or later during the day everybody passes through, perhaps to shop and meet friends, perhaps simply to look at people. **Periodically** the activists of the Liberation Front would go to the market, where they would build a little platform to speak from. Over the platform they hung a banner that said NO MORE CHILD LABOR, and there were signs with slogans against bonded labor and slavery.

rash quick and foolish
episode event
reinforce support, make stronger
periodically from time to time

Differentiated Instruction • Reading Comprehension

Scaffolding

Ask comprehension questions to confirm that students understand the plot of the story. ***Ask:*** *Why is Eshan Khan worried?* (He knows their enemies recognize Iqbal and will try to hurt him.) *Why are guards on duty?* (The Liberation Front does not want its enemies to attack Headquarters.)

Extension

Show students how to transform dialogue into indirect quotes. On the board, write: *"What's happening?" we asked.*

Paraphrase using an indirect quote. Write: *We asked what was happening.* Point out that indirect quotes do not use quotation marks. In this case, the tense also changes from present in the direct quote, and past in the indirect quote. Have students turn other dialogue on the page into indirect quotes.

43 The volunteers **distributed** **handouts** exactly like the one Iqbal had brought back to us at Hussain Khan's. The men gave short speeches, using a big trumpet-thing they called a **megaphone.**

44 A little crowd always gathered. The merchants, especially the richest ones, ridiculed and insulted the speakers. They even threw things at them. The majority of the audience listened **passively.** Only a few had enough nerve to show **timid** approval. These were usually farmers or laborers, usually people who understood what it meant to lose a child in that way. At least, that's what Iqbal told us, for Maria and I weren't allowed to go. They said it was too dangerous.

45 That day Iqbal spoke, too. He stood balanced **precariously** on a fruit crate, holding the heavy megaphone. Despite his shyness and embarrassment, despite the shouting, the whistling, and the racket of the onlookers, he managed to talk about his experience. He spoke about Hussain Khan and the carpet factory, about children chained to their looms. Then he named names. He shouted all the names he had heard during the meetings at Headquarters, the names of the great moneylenders, the names of rich, important, mysterious men who lived in luxury in the center of town, who traveled, who had business all over the world: Eshan Khan's *they.*

46 He called them **flesh merchants,** exploiters, **vultures.**

Reading Strategy

Analyze Character How does Iqbal look, feel, and act at the market? What does this reveal about his character?



A megaphone like the one used by the Liberation Front in the market

Reading Check

1. **Recall facts** How do the merchants show their disapproval of the men's speeches?
2. **Draw conclusions** According to paragraph 44, only a few people in the crowd were brave enough to show any approval of Iqbal's words. Who or what was the crowd afraid of?

handouts papers with information on them
megaphone a hollow tube placed against the mouth used to make the voice louder
passively without action or expression
precariously without stability or firmness
flesh merchants people who sell or trade other people
vultures birds that feed on the dead animals they find; here, dangerous, greedy people

Read the Selection

- **Compare and contrast** Have students think about the different reactions among the crowd. ***Ask:*** *Who are the loudest voices? Who are the people insulting the speakers?* (the wealthy merchants) *Who are the people agreeing with the speakers?* (The poor farmers or laborers) *Why do you think the wealthy merchants try to silence the speakers?* (The wealthy merchants probably sell goods made by enslaved children. They do not want to lose their profits.)
- **Page, paragraph, or pass** Read the story aloud as a group. Have each student read as much as they are comfortable reading. Proficient students may read a page. Less confident students may read a paragraph. Allow students to pass if they are not comfortable reading in front of the group.
- **Interpret the image** ***Ask:*** *What did the speaker use the megaphone for?* (increasing the volume of his voice) *Do you think there is electricity for a microphone at the market?* (no)

Reading Strategy

Analyze character Give examples of timid behavior, such as hiding your face, speaking softly, and staying out of view.

Reading Strategy Answer
Iqbal is shy at first. According to the text, he is embarrassed, but he speaks in spite of his feelings and the hostility of the crowd.

Reading Check Answers
1. The merchants show disapproval by ridiculing and insulting the speakers or by throwing things at them.
2. The majority of the crowd was afraid of the merchants and the power they had. They could have been afraid of being attacked by the merchants.

Listening and Speaking Strategies

Writing speeches Draw students' attention to the scene in the market place where Iqbal stands on a crate to speak. (paragraph 45) Have students write a speech that Iqbal might give. Review the elements of a persuasive speech (an attention-grabbing opening or closing sentence, persuasive language, and facts and details to support the opinion). Have volunteers give their speeches in class.

Grouping Strategies

Research a topic Explain that children are still enslaved in factories in many parts of the world. Have students research the child slavery. Discuss the keywords that would locate information. Begin with these suggestions: *child labor, slavery, slave wages.* Allow time for researching the topic. Have students share what they find with the class.

Read the Selection

- **Use text features** Point out the use of italic type in paragraphs 48 and 51. Explain that italic type is used here for emphasis. Read the paragraphs aloud to show how *they* should be emphasized to identify them. (*"They"* are the people who are enslaving children.)
- **Silent with support** Have students read the story silently, but allow them to turn to a partner or group member for help with understanding vocabulary or confusing text. Students may also be directed to stop at designated points to summarize and clarify key events.
- **Interpret the image** ***Ask:*** *By looking at the picture, what can you tell about the place where Iqbal is giving his speech?* (It is a market. You can see tents and fruit for sale.) Point out that Iqbal is by himself in the picture. ***Ask:*** *What kind of feeling does this create?* (It emphasizes the fact that Iqbal decided on his own that he wanted to speak in front of the crowds.)

Reading Strategy

Analyze character Explain that Iqbal looks to Eshan Khan for support. He even calls him "Father." Eshan Khan loves Iqbal and worries that he will be hurt for his work.

Reading Strategy Sample Answer
The dialogue indicates the close bond they share. Iqbal refers to Eshan Kahn as "Father."

47 A **riot** broke out in the square. A small group tried to attack the platform, pushing, slapping. The police had to intervene, not very **willingly**.

48 *They* weren't in the square, of course. They don't go to the open-air market, but evidently they have lots of supporters.

49 The next morning, Eshan Khan came in with a pile of newspapers under his arm. There were articles in all of Lahore's papers, and also in a Karachi paper. Two of them even had printed photos of Iqbal, standing on the platform with that funny trumpet-thing in front of his mouth.

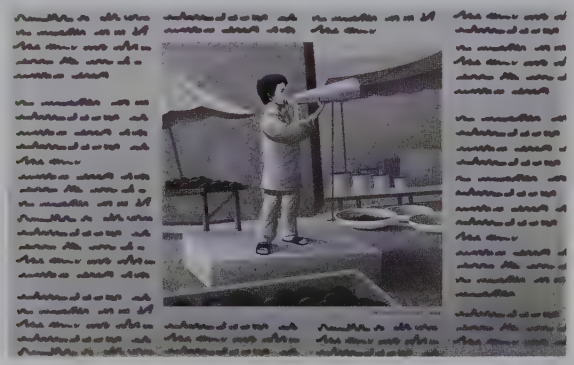
50 One of the papers called him "the **courageous** child who had **denounced** his **oppressors**," and another talked about the "shameful exploitation of a child's innocence."

Reading Strategy
Analyze Character
What does this **dialogue** indicate about Iqbal?

51 "This is a good thing, isn't it, Father?" he asked Eshan Khan. "You said that *they* keep getting stronger thanks to ignorance and silence. Well, this isn't silence."

52 "Yes, Iqbal," Eshan Khan said, "this is good for our cause."

53 But he didn't seem convinced. He looked worried.



riot public disturbance
willingly eagerly, happily
denounced publicly blamed
oppressors those who would crush or overpower others

Differentiated Instruction • Reading Comprehension

Scaffolding

Read the last line on page 368. "But he didn't seem convinced. He looked worried." Remind students that the Build Background says Iqbal was murdered. ***Say:*** *We know that Iqbal was murdered because of his work. Do you think that Eshan Khan realizes that Iqbal could be killed? Is that why he is worried?* (Students should see that Eshan was aware of what could happen to Iqbal.)

Extension

Have students make a cause and effect chain beginning with Iqbal's being sold to the moneylender. Help students connect the causes that led to each event of the plot. Save the cause and effect chains to summarize the story later.

54 I remember that period so well. Iqbal was happy, enthusiastic about everything, hungry and thirsty for anything new.

55 We were beginning to get used to our new life, to freedom. We could go out whenever we wanted . . . well, almost. Eshan Khan's wife kept a close eye on us. Once she gave us some money and we went to the movies. It was just like Karim said. We saw an Indian film that lasted four hours and I cried the whole time. Iqbal was nasty and wouldn't go see it a second time. We discovered television. We listened to strange music that came from far away—from America, they said.

56 Iqbal was full of plans for the future. He talked about them to Maria and me. He wasn't afraid of all the new things. I was, at least a little. Everything was happening so fast, or maybe I was afraid the happy dream would end, too fast.

57 One day a foreign person in strange clothes came to Headquarters. He said he was an American reporter. He interviewed Iqbal and Eshan Khan for two hours. A few days later an **international correspondent** came.

58 "When people abroad know about our cause, they'll help us and we'll be safer," said Eshan Khan.

59 One night we were awakened by a loud explosion. We could hear screams and see flames rising up to the windows on the second floor. We tried to go downstairs but Eshan Khan stopped us.

60 "You stay here!" he roared.

61 Someone had thrown two **incendiary** bombs against Headquarters. A man was injured and had to go to the hospital. *They* had sent a warning.



international correspondent journalist who covers news from all over the world
incendiary fire-causing

Reading Strategy

Analyze Character What does this paragraph suggest about the differences between Iqbal and the narrator?

Reading Check

1. **Recall facts** Who interviews Iqbal and Eshan Khan at Headquarters?
2. **Make inferences** Why do you think Iqbal—a child—is included in the interview?
3. **Predict** Do you think the Liberation Front will be successful against the moneylenders and merchants who exploit children? Why or why not?

Arts Connection

Define and clarify Have students dramatize the events at the market place. Assign volunteers to play Iqbal, Eshan Khan, the other speakers, the wealthy merchants, the laborers, and farmers in the crowd. Lead students through the scene beginning with Eshan Khan's speech, Iqbal's speech, and the reaction of the crowd. Ask students how doing this scene helped them to understand the characters better.

Listening and Speaking Strategies

Oral summary Have each student choose one of the characters to describe orally. Have students prepare for their presentation by writing a list of character traits, such as *courageous, daring, bold, funny,* and *brash.* Encourage students to use a thesaurus for help. Have each student identify the chosen character and tell descriptive words for him or her.

Unit 6 • Chapter 1
Reading 1: Literature

Read the Selection

- **Read for understanding** Have students think about Iqbal's early life. Have them talk about experiences Iqbal would have missed. Read paragraph 55 aloud. Discuss the changes in the children's lives. Ask students to discuss Fatima's experiences of movies, TV, and music.
- **Summarize** ***Ask:*** *What warning does Fatima talk about at the end of the story?* (They threw a fire bomb.) *Who are the people that sent the warning?* (The moneylenders and factory owners) *Why did they try to firebomb Headquarters?* (They wanted to frighten the Liberation Front and make it stop rescuing children.) *Why might they have sent this warning?* (Reporters were beginning to write about the enslaved children.)
- **Jigsaw reading** Have cooperative groups practice reading different sections of the story. The next day, the groups come together and each reads their particular section. This puts the story together like a puzzle.
- **Interpret the image** ***Say:*** *Look at the picture. Who are the characters in the drawing?* (An international correspondent, Eshan Khan, and Iqbal) ***Ask:*** *What effect did the correspondent's story have?* (It brought publicity but also caused the firebombing.)

Reading Fluency

CD Assisted Reading *Iqbal,* paragraphs 54–61

Reading Strategy

Analyze character Remind students that they have discussed Fatima's character before. Ask students to recall the earlier discussions.

Reading Strategy Answers
Iqbal is focuses on plans for the future and on all the new things they were experiencing. The narrator was worried about new things and about how fast everything was changing.

Reading Check Answers
1. An American international correspondent interviews Iqbal and Eshan Khan.
2. Sample answer: Iqbal is an active, successful, and public member of the Liberation Front. Although a child, his work makes him worthy of the interview.
3. Sample answer: Students may say that the Liberation Front is determined and will succeed in spite of the threats. Other students will recall Iqbal Masih's death, and they may predict that the Front will crumble.

Apply the Reading Strategy

Analyze Character

Preteach ***Say:*** *The graphic organizer is a visual way to help organize your thoughts. You took notes as you read. Now you will use those notes to analyze the characters.*

Reading Strategy Sample Answers
What the Description Indicates: Iqbal will be successful in reaching his goals.
What Others Tell Us About Him or Her: Others say Iqbal is courageous. Fatima says he is brave and speaks like an adult.
Final Character Analysis: brave, tireless, courageous

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

tional Routine for Vocabulary page Txxx

r Resources: Graphic Organizers: Vocabulary Log

nections

disturb, change, influence, overcome, form)

e (evaluate, determine, condemn, check, even.)

Have students use a **Word Web** to understand Word Connections.

Academic Vocabulary Read itions and sample sentences with Give additional examples: ***Ask:*** *How n you judge a person's honesty?* (Watch what does or says to other people.) *What kind of affect your mood?* (getting a good falling in a mud puddle)

Sample Answers
y, a person might feel sad or lazy. If it is person might feel happy and active.
book, a performance can all be judged.

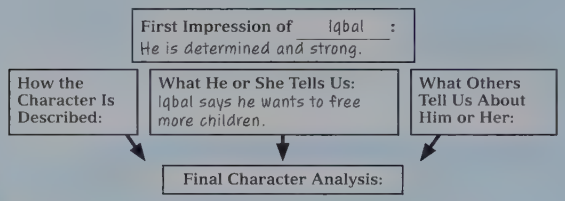
After Reading 1

Apply the Reading Strategy

Analyze Character

Now complete the Reading Strategy flow chart.

1. Review the **Reading Strategy** on page 359 and copy the flow chart.
2. Look back at the reading. Analyze the character of Iqbal. Fill in the chart as you find information that fits into each space.
3. Use the last space in the chart to **justify** your impression of Iqbal. Then repeat the chart for the remaining major characters.



Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
affect *verb*	to influence or have an impact on someone or something	The trainer **affects** the behavior of the horse.	
judge *verb*	to consider something and then give an official decision	The umpire **judges** each pitch and decides if it is a strike.	

Draw a picture and write a sentence for each word.

Checkpoint

1. In what way can the weather **affect** someone's mood?
2. What kinds of things can be **judged**?

370 Unit 6 • Chapter 1

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Remind students how to use a chart as shown on page 370. Point out the answer provided in the top box. The arrows between the boxes help the reader see that the ideas in those boxes should lead to the final character analysis.

Extension

Challenge students to create a character analysis graphic organizer for another character. Have them copy the graphic in their notebooks, then look through the story for details to support an analysis of Fatima or Eshan Khan. Have students share their analysis with the class.

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** Where did Iqbal work as a bonded slave?
2. **Describe** Using the Key Vocabulary words, describe the characters in *Iqbal*. Look for clues in the text to help you write each description.
3. **Identify mood** What is the mood of this selection?
4. **Connect ideas** How does Iqbal's conflict with the moneylenders affect the mood of the work? How does the setting affect the mood? How does the setting affect the conflict in the story?
5. **Judge** Think about the information in the **Build Background** on page 357. Does Iqbal's character in the novel seem like the same person you read about? Do you think the events in this story could have really happened?
6. **Revisit the Reading Focus Questions** Go back to page 360 and discuss the questions.

Workbook page 232
Independent Practice CD-ROM/Online

Literary Element

Simile

A **simile** is a comparison of two different or unlikely things. Similes use the words *like* or *as* to make these comparisons. Even though a simile compares two things that seem very different, a simile highlights the shared characteristics of these two things.

In *Iqbal*, for example, the narrator tells readers that the headquarters of the Liberation Front looked "like an orphanage." The headquarters is not an actual orphanage—the children who stay there have family in Pakistan. However, when the children are rescued, many will stay at Headquarters at the same time. The narrator suggests that so many children living in one place is typical of orphanages.

Read each simile below. Then explain the similarity that the simile points out.

1. Iqbal is **as small as a mouse**, but his strength of character is **immense**.
2. The incendiary device was **as loud as thunder** when it exploded.
3. The outdoor market is **like a carnival**.
4. The merchants are **as stubborn as mountains**.
5. Iqbal is **like an angel** to the children in the factory.

Checkpoint

1. Create a **simile** that describes Eshan Khan.
2. Create a simile that describes the market.

Workbook page 233
Independent Practice CD-ROM/Online

Reteach and Reassess

Text genre Remind students that the selection is an excerpt from a novel. ***Ask:*** *What is the setting of the story?* (Lahore, Pakistan) *What is the mood?* (somber and serious) *Who are the characters?* (Iqbal, Eshan Khan, Fatima, Maria) *What is the nature of the conflict?* (character against society)

Literary elements ***Say:*** *Writers use similes to make comparisons.* Remind students that a simile uses the word like or as to make the comparison. Give examples of similes: *brave as a lion, timid as a mouse, old as the hills.* Make a classroom poster of similes the students suggest. Add to it throughout the year as students encounter new similes.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers

Question-Answer Relationships (QAR)

"Right There"

1. Iqbal worked in a carpet factory as a bonded slave.

"Think and Search"

2. Possible answers: Iqbal is courageous and tireless. Fatima is timid.

"Author and You"

3. The mood is heavy, suspenseful, and sad.
4. Iqbal is in constant conflict with the moneylenders and the factory owners. The conflict makes the story exciting and suspenseful and dark. The setting in the basement factories in Pakistan also makes the story dark and sad. Finally, the setting is at the root of the conflict; Iqbal fights the merchants and moneylenders in his native country of Pakistan, where he lives and was enslaved as a child.

"On Your Own"

5. Sample answer: Eshan Khan probably could not have stopped Iqbal. It was the right decision, though it was difficult for him.

Revisit the Reading Focus Questions

6. See sample answers on page 360.

Literary Element

Simile

- **Pronunciation help** Write the word *simile* on the board. Point out that the final *e* in the word *simile* is pronounced as a long e. Pronounce the word while you point to each syllable. SIM-uh-lee.
- **Application** Offer several examples of common objects and ask students to invent a simile. Use these sentence starters:

The soggy grass was as slippery as ____.
The child's room looked like _____
The pool water was as cold as ____.

Reading Fluency

Reading Words in Chunks Literary Element

Literary Elements Answers

1. Iqbal was very small for his age.
2. The explosion was extremely loud.
3. There were a lot of people and many different things going on at once.
4. The merchants refuse to give in on the subject of child labor.
5. Iqbal rescues the children from endless hunger and sickness and takes them to a place where they will be protected and cared for.

Checkpoint Sample Answers

1. Eshan Khan was as smart as a fox when he tried to outwit the merchants.
2. The marketplace was as a busy as a beehive on that day.

Bridging Readings 1 and 2

Say: *Reading 1 was about a courageous boy who tried to help other children in terrible working conditions through his leadership. It was part of a novel based on a true story. Reading 2 is composed of true textbook accounts of other adults who worked to lead others to have fair treatment at work and in their lives.*

About the Reading

Vocabulary development A *right* is a legal privilege that belongs to every citizen. For example, we have the right to speak freely. The phrase "equal rights" means that all citizens in a country have the same rights.

Build Background

The United Farm Workers Union

- **Preteach vocabulary** You may want to introduce the glossed words in the reading selection before students begin reading.
- **Build background** Explain that Americans have the right to work in a safe place for a fair wage. Point out that this was not always true. ***Say:*** *You will read about how farm workers had to fight for this right.* Explain that a union is an organization of workers in one industry. Workers form a union to demand better pay and working conditions.

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Routine for Vocabulary page Txxx

Teacher resources: Graphic Organizers: Vocabulary Log

More practice

Key vocabulary
activist (advocate, opponent, revolutionary)
advocate (promote, support, favor)
boycott (avoid, exclude, outlaw, prohibit, strike)
contribution (charity, donation, grant, present)
negotiate (deal, discuss, mediate, moderate)
reform (better, correct, improve, transform)

Have students use a **Word Web** to understand the Word Connections.

Independent practice Have students add words to their Vocabulary Logs with the key words as entries. Each entry should have a definition and a sample sentence.

Check Point Sample Answers
Many things can be contributed to charities: time; effort; material goods (clothing, furniture, etc.); and talent.
Some advocate studying hard, doing your homework, and participating in class.

The Equal Rights Struggle Expands

About the Reading

In *Iqbal*, you read about how a young boy became a leader in the struggle to free children from terrible working conditions in Pakistan. In "The Equal Rights Struggle Expands," you will read about leaders who fought for fair working conditions for farm workers in the United States.



Dolores Huerta and César Chávez formed the National Farm Workers Association in 1962.

Build Background

The United Farm Workers Union

In the 1950s, Mexican-American farmers began a long fight for fair working conditions in the agricultural, or farming, industry in the United States. Farming was one of the country's largest businesses. Its success was due, in large part, to farm workers. However, the workers were given poor housing and paid low wages. It was clear that the farm workers needed a labor union, an organization that would protect and defend them. Dolores Huerta and César Chávez worked together to create a union that would later be called the United Farm Workers.

Key Vocabulary
activist
advocate
boycott
contribution
negotiate
reform

Checkpoint
1. What kinds of **contributions** can be made to a charity?
2. What kind of behavior do doctors **advocate**?

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Read each sentence below. Use the context to figure out the meaning of each **highlighted** word. Discuss the meanings with a small group.

1. Joey wanted to help end poverty. He became an **activist** for that cause, raising money and volunteering his time to help the poor.
2. Our teacher knows we want to succeed, which is why he **advocates** studying, doing homework, and participating in class.
3. When the grape growers treated their farmers badly, buyers stopped buying grapes. This **boycott** continued until the grape growers improved conditions for their workers.
4. I gave a small **contribution** during the fundraiser. The charity raised nearly one million dollars that night.
5. The union spoke to the farm owners and **negotiated** a new contract for the employees, one that gave them better pay.
6. The workers called for **reform** because they didn't like how they were treated. They made a list of the changes they wanted and then they talked to their employer about the list.

Vocabulary Log | Workbook page 234 | Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary From the Reading

Scaffolding

To help students connect meaning to new words, have them make an illustration that represents each word. Have them share their illustrations with a small group or a partner. Encourage students to keep these illustrations as reminders in their Vocabulary Log.

Extension

Tell students that the word *negotiator* is used in the chapter. Write the words *negotiate* and *negotiator* on the board and explain that the suffix *–or* changes the meaning of a word. ***Say:*** *A negotiator is some one who negotiates.* Do the same with other vocabulary words: active/activist, boycott/boycotter, contribution/contributor, reform/reformer.

Reading Strategy

Identify the Main Idea

The **main idea** of a piece of writing is the most important, or central, message. In informational texts, the main idea is surrounded by facts and details. As a reader, you must identify the main idea in order to understand how the details relate to it.

1. As you read, note the main idea of each paragraph and section.
2. Note the details and facts that relate to the main idea.
3. Make sure you understand the main idea before moving on to the next paragraph or section.

Text Genre

Informational Text: Social Studies Textbook

"The Equal Rights Struggle Expands" is a selection from a social studies textbook. Textbooks are used by students who are learning about a particular content area. Many social studies textbooks contain the features below.

Social Studies Textbook

primary sources	documents created at the time of an event or quotations from a person who lived at that time
summaries	brief statements that cover the most important features of a reading selection
boxed items	comments or activities that relate to, but are separate from, the main text; they often appear to the side of the main reading

Reading Focus Questions

As you read, think about these questions.

1. How does this reading connect to the theme of "leadership"?
2. What do you think is the purpose of reading about Huerta and Chávez now?
3. Who might be inspired by their story?

Checkpoint

1. How are **main ideas** supported in an informational text?
2. Would the John F. Kennedy speech in Unit 5 be considered a primary source? Explain your answer.

Workbook pages 235–236
Independent Practice CD-ROM/Online

Home Connection

Talk about historical figures Explain to students that their family members may be familiar with the work of César Chávez. Have students ask family members what they know about Chávez and his work. Have students share their results with the class.

Writing Strategies

Draw attention to *primary sources* in the box on page 373. Explain that a primary source must come from an original document or quotation at the time of the event. ***Say:*** *Letters and post cards are primary sources. Old newspapers are also primary sources.* Ask students to suggest a list of primary sources. (photos, speeches, diaries) Explain that primary sources are not intended to be historical works, but they often help us understand how people felt at the time of events.

Unit 6 • Chapter 1
Before Reading 2

Reading Strategy

Identify the Main Idea

- **Preteach** Write the word *main* on the board. ***Ask:*** *Where is the main door to our school? What is the main street in our town?* Explain that *main* means most important.
- **Teacher modeling** ***Say:*** *I want to find the main idea of a paragraph. I start with the first sentence. Does this sentence tell me the general idea of the paragraph? The main idea may be summarized in the last sentence. Sometimes, I have to make up my own sentence to tell the main idea.*

Text Genre

Informational Text: Social Studies Textbook

- **Preteach** Hold up a textbook. Ask students to name the subject of the textbook. Ask what they would expect to find in this text. (nonfiction, ideas and techniques about the subject)
- **Identify text features** Explain that informational text is nonfiction. It contains facts and evidence, but not opinions. Social studies is the study of history and conditions of people. Look through your social studies textbook. Write one sentence that tells the main idea of the textbook. (Sample answer: This social studies textbook describes the people and land of the United States.)

Reading Fluency

Paired Reading Text Genre

Reading Focus Questions

Preview Explain that students should think about the **Reading Focus Questions** as they read "The Equal Rights Struggle Expands." They will revisit the questions after reading the selection.

Reading Focus Questions Sample Answers

1. Huerta and Chávez were great leaders who helped farm workers.
2. The purpose may be to remind people of this event in history and of how many people can become leaders.
3. Huerta and Chávez could inspire anyone in the Latino community. They may also inspire leaders of challenging causes.

Checkpoint Answers

1. Supporting information in a social studies text includes facts, dates, details, events, and quotations.
2. Sample answer: John F. Kennedy's speech in Unit 5 is considered a primary source because it is a document that was created by Kennedy during the time of his inauguration.

Read the Selection

CD 4, Track 3 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Have students point to a heading, the Key Question, a boldfaced word, and the primary source. ***Ask:*** *Does this look like your social studies book? (yes) How is it different from a novel or short story?* (It has headings and questions breaking up the text. It is about real historical events.)
- **Lifting sentences** After reading each page, have students copy sentences which highlight key events. At the end of the reading, have them combine the sentences to form a summary.
- **Interpret the image** ***Say:*** *The person pictured on the page is Dolores Huerta. The caption calls her an activist. Do you remember what an activist is?* (a person who works for a cause) *What words would you use to describe Dolores Huerta?* (mature, friendly)

Fluency

Reading "The Equal Rights Struggle Expands," paragraphs 4–7

Strategy

Main idea Explain that the main idea sentence should be a general statement that is supported by the other details in the paragraph.

Strategy Answer
The sentence in paragraph 3 is the main idea: Huerta went to help found the first farm workers' union in 1962.

Reading 2

Content
Social Studies

The Equal Rights Struggle Expands



Activist *Dolores Huerta*

Reading Strategy
Identify the Main Idea
What is the main idea of the section titled "One American's Story"?

One American's Story

1 During the first half of the twentieth century, efforts by farm workers to organize labor unions had been **suppressed** by farm owners. In the 1950s and 1960s, Mexican-American **activists** continued to organize, inspired by African Americans in the civil rights movement. Dolores Huerta was teaching the children of farm workers in California when she realized what her **contribution** would be.

2 PRIMARY SOURCE

"I couldn't stand seeing kids come to class hungry and needing shoes. I thought I could do more by organizing farm workers than by trying to teach their hungry children."

—Dolores Huerta, *Biography of Dolores Huerta*

3 Huerta went on to help **found** the first farm workers' union in 1962. She became the union's chief negotiator for contracts, guaranteeing farm workers fair wages, **benefits**, and **humane** working conditions.

Other Minorities Organize

4 KEY QUESTION

How did other minorities fight for civil rights?

5 The civil rights movement sent **shock waves** through American society. Many people **reconsidered** issues of equality and **discrimination** and became politically involved in their communities. The civil rights movement encouraged other minorities in their fight for equal rights.

suppressed held back, kept down
found establish, create
benefits a service (like health insurance) or a right (as to take vacation time) provided by an employer in addition to wages or salary
humane compassionate or sympathetic
shock waves feelings of great surprise or disruption
reconsidered thought again about
discrimination unfair treatment due to things such as race, gender, age, and religion

374 Unit 6 • Chapter 1

Differentiated Instruction • Reading Comprehension

Scaffolding

Reinforce reading comprehension by asking questions. ***Say:*** *During what years did Mexican-American activists continue to organize and fight for their rights?* (the 1950s and 1960s) *Who were the people Huerta wanted to help?* (farm workers in California) *What was* her *job with the union?* (She became the union's chief negotiator.)

Extension

The reading mentions the civil rights movement of African-Americans at the same time. Have students read a textbook entry about the civil rights movement. Ask volunteers to share what they read. Discuss the similarities between Huerta's work and the activities of African Americans at the same time.

6 **Mexican Americans Unite** **Latinos** trace their roots to Spanish-speaking Latin American countries. The Latino population in the United States is extremely diverse. It includes people from many places, including Mexico, Puerto Rico, Cuba, and Central and South America. Each group has its own social and political concerns. For example, Mexican Americans are concerned about immigration and citizenship. Puerto Ricans are already U.S. citizens; therefore immigration issues aren't their primary concern.

7 Like African Americans, Mexican Americans united to fight for equality. In the 1950s, César Chávez, a Mexican-American farm worker and labor organizer, began working with Dolores Huerta to create a labor union. Chávez had been inspired by the nonviolent **tactics** of Gandhi and Martin Luther King Jr. In 1962, Chávez and Huerta founded what would become the United Farm Workers Organizing Committee (UFWOC). In 1965, when California's grape growers refused to recognize the union, Chávez launched a nationwide grape **boycott**. The **boycott** succeeded, and in 1970 Huerta **negotiated** a favorable contract between grape growers and the UFWOC.

Reading Strategy

Identify the Main Idea What is the main idea of the text on this page?



Reading Check

1. **Recall facts** The Latino population in the United States includes people from what places?
2. **Draw conclusions** Why do you think the boycott succeeded?

tactics methods

Read the Selection

- **Vocabulary development** Write challenging vocabulary words on the board: *population, diverse, immigration, labor union, nonviolent.* Have students record each word and its definition in their Vocabulary Notebooks. Have students add other challenging words as they encounter them.
- **Lifting sentences** After reading each page, have students copy sentences from the text that highlight key events in the social studies textbook entry. At the end of the reading, have them combine the sentences to form a summary of the literature.
- **Interpret the image** Use the map on page 375 to identify the places mentioned in the text. (Mexico, Cuba, and Central America) Have students point to each place on the map.

Reading Strategy

Identify the main idea Have students read the heading. (Mexican Americans Unite) ***Ask:*** *Which sentence summarizes this idea?* Help students review the sentences and narrow their choices.

Reading Strategy Answer

The main idea is in this sentence: In the 1950s, César Chávez, a Mexican-American farm worker and labor organizer, began working with Dolores Huerta to create a labor union.

Reading Check Answers

1. The Latino population in the U.S. includes people from Mexico, Cuba, Puerto Rico, and Central and South America.
2. The boycott succeeded because the grape growers lost money when people stopped buying their grapes. They were forced to negotiate a contract with the UFWOC.

Cultural Connection

Make connections Explain to students that the struggle for equal rights struggle during this time period was a landmark in American history. Have them provide examples of similar struggles from other cultures. Ask them to describe similarities and differences among the movements in different cultures.

Writing Connection

Cite primary sources Draw attention to the quotation on page 374. Point out that the quote is indented on both sides. It is surrounded by quotation marks. It has a line identifying the speaker and the source, the book *Biography of Dolores Huerta*. Have students find other primary source quotations in the selection. Explain that it is important to identify the speaker and the source of every quote in nonfiction.

Read the Selection

- **Lifting sentences** After reading each page, have students copy sentences from the text which highlight key events in the social studies textbook entry. At the end of the reading, have them combine the sentences to form a summary of the literature.
- **Identify the structural features** Point out the box called History Makers. Explain that this text focuses on people mentioned in the main text. It tells more to readers who are curious about the people they are studying.
- **Interpret the image** ***Ask:*** *What is the textbook information in the History Makers box?* (The box displays brief biographies of Chávez and Huerta. These summarize their important achievements.)
- **Concept development** Explain a nonviolent protest. ***Say:*** *Suppose a protesting group marched to City Hall. They would get attention and people would learn about their problems. A peaceful protest means there is no fighting and no one is hurt.*

The idea is to get public attention. A protest makes news and pictures appear in newspapers and on TV. People begin to demand change as a result of the protest. Nonviolence can be more powerful than violence.

Reading Strategy

Identify the main idea Explain that paragraph 10 has an unstated main idea. That means the main idea is not directly expressed in a sentence. The reader must pick out details to understand the main idea.

Reading Strategy Sample Answer
... helped bring about important

Reading Strategy

Identify the Main Idea
Write one sentence that summarizes the main idea of paragraph 8.

8 The farm workers' struggle inspired Mexican Americans in cities to organize. In 1968, students in Los Angeles walked out of classes to **press** their demands for **reform** in the school system. They wanted better facilities, more courses on Mexican-American topics, and more Mexican-American teachers. At first, school authorities had protesters arrested. Later, they admitted to the poor conditions, and many **reforms** were eventually made. In 1970, Mexican Americans formed *La Raza Unida* (lah RAH•sah oo•NEE•dah), meaning the united people, to elect Mexican Americans to public office and to **advocate** for better jobs, pay, housing, and education.

History Makers

César Chávez 1927–1993

9 César Chávez helped to improve the working conditions of farm workers. In 1962 he started an organization that became the United Farm Workers union. Through nonviolent protests, **boycotts**, and voter registration drives, this group brought national attention to the workers' struggle for equal and fair treatment.

Dolores Huerta b. 1930

10 Huerta was a founding member of the National Farm Workers Association (NFWA) with César Chávez. Huerta's work helped bring about important legislation. The California Agricultural Labor Relations Act of 1975 allows farm workers to collectively organize and **bargain**. The Immigration Act of 1985 resulted in over a million farm workers receiving **amnesty**. Today, Huerta continues to help improve the lives of immigrants, women, and young people.

press push
bargain negotiate contracts
amnesty forgiveness, without paying a price, for any wrongs committed

Differentiated Instruction • Reading Comprehension

Scaffolding

On the board, draw a timeline with dates beginning with 1900. With the help of students, add entries to the timeline that are mentioned in the reading. Possible entries are as follows:

1927 César Chávez is born.
1962 César Chávez starts the United Farmworkers Union.
1968 Los Angeles students walk out of class
1970 Mexican Americans form La Raza Unida
1975 California Agricultural Labor Relations Act of 1975 is passed.
1993 César Chávez dies

Extension

Help students make inferences about the textbook information. ***Ask:*** *Why would it be important to elect Mexican Americans to public office?* (As more Mexican Americans enter government, they will be more able to speak for the needs of the Mexican-American citizens.)

Reading Primary Sources

An Open Letter

11 **SETTING THE STAGE** In a 1969 letter, César Chávez denied accusations that he had used violence to win decent wages and better benefits for farm workers.

12 Today ... we remember the life and sacrifice of Martin Luther King Jr., who gave himself totally to the nonviolent struggle for peace and justice. In his letter from Birmingham Jail, Dr. King describes better than I could our hopes for the **strike** and **boycott**: "Injustice must be exposed, with all the **tension** its exposure creates, to the light of human conscience and the air of national opinion before it can be cured." For our part, I admit that we have **seized** upon every tactic and strategy **consistent** with the **morality** of our cause to expose that injustice and **thus** to **heighten** the **sensitivity** of the American conscience so that farm workers will have without bloodshed their own union and the dignity of bargaining with their **agribusiness** employers....

Our Cause

13 Farm workers were excluded from the National Labor Relations Act of 1935—the law that gives most Americans the right to organize a union. Chávez wanted lawmakers to allow farm workers to organize unions.

1. Why do you think farm workers wanted to organize a union?

Reading Strategy

Identify the Main Idea Which sentence in the boxed item is the main idea of Chávez's letter?



strike refusal to work
tension discomfort
seized taken
consistent in keeping with
morality sense of right and wrong
thus by doing so
heighten increase
sensitivity compassion
agribusiness farming business

Reading Check

1. **Recall details** In what year did Chávez write his letter?
2. **Identify** What primary source does Chávez cite in his letter?
3. **Speculate** Why do you think it was important to Chávez to use only nonviolent tactics to draw attention to his cause?

Read the Selection

- **Lifting sentences** After reading each page, have students copy sentences from the text which highlight key events in the social studies textbook entry. At the end of the reading, have them combine the sentences to form a summary of the literature.
- **Interpret the image** Draw attention to the picture and ask if anyone can translate the slogan "Si, Se Puede!" (Yes, It Is Possible) ***Ask:*** *What are the people doing in the picture?* (marching for a cause) *How do you know this is a nonviolent protest?* (People are smiling and are dressed casually.)
- **Content review** Explain that Dr. Martin Luther King, Jr., inspired César Chávez to work for the rights of Hispanic Americans. ***Ask:*** *Why do you think César Chávez mentions Dr. King in his letter?* (Chávez wants people to see how his goals are like King's goals.)

Reading Strategy

Identify the main idea Have students group the sentences by topic and look for detail sentences to support a main idea.

Reading Strategy Sample Answer
The sentence "Chávez wanted lawmakers to allow farm workers to organize unions" is the main idea of Chávez's letter.

Reading Check Answers
1. Chávez wrote his letter in 1969.
2. Chávez used King's letter from Birmingham Jail.
3. Chávez did not want the farmers to get hurt or injured.

Community Connection

Define and clarify Tell students that Dr. Martin Luther King, Jr. was an important civil rights leader. Have students work in small groups to research different events in King's life. Assign one of the following topics to each group: *Birmingham jail, March on Washington, Montgomery bus boycott, Civil Rights Act of 1965, King's last trip to Memphis.* Allow time for research. Then ask students to tell the class what they learned.

Language Transfer and Interference

Plurals Remind students that they can form many plurals by adding *–s* or *–es* to singular nouns. ***Say:*** *Some nouns end in –f or –fe. (wolf, wife) These nouns drop the –f or –fe and add –ves.* On the board, write: *wife/wives* and *wolf/wolves.* Have students write the plurals of *half, life, shelf, knife, self.* (halves, lives, shelves, knives, selves) Review the unvoiced sound of /f/ with the voiced sound of /v/. Some students may not have these contrasting sounds in their languages. Have students put their hands on their throats to feel the vibration with the end sound of /v/. Have them put their hands in front of their mouths to feel the air from the correctly pronounced end sound of /f/.

Read the Selection

- **Lifting sentences** After reading each page, have students copy sentences from the text which highlight key events in the social studies textbook entry. At the end of the reading, have them combine the sentences to form a summary of the literature.
- **Interpret the image** Point out that Chávez was once a farm worker. He knew the problems that workers faced. ***Ask:*** *What character traits would a person need to unite farm workers?* (understanding, patience, honesty)
- **Evaluate a primary source** Explain that the letter was written so that the world would understand what the farmworkers' union wanted. ***Say:*** *This letter is a primary source.* ***Ask:*** *What can you learn from the letter?* (The letter helps explain what the leaders were trying to do.)
- **Connect to the text** Tell students that Delano is a farming town in south-central California. The workers protested there because it is where they decided to organize their struggle.

Reading Strategy

Identify the main idea Paragraph 14 is a long paragraph with few sentences. Ask students to underline the sentence that begins "To resist not..." and break the parts in order to understand each idea.

Reading Strategy Sample Answer
The main idea of paragraph 14 lies in the first sentence: Our strikers were trained for the struggle.

Reading Strategy

Identify the Main Idea
What is the main idea of paragraph 14?

14 Our strikers here in Delano and those who represent us throughout the world are well trained for this struggle. ... they have been taught not to **lie down and die** or to flee in shame, but to resist with every ounce of human **endurance** and spirit. To resist not with **retaliation** in kind but to overcome with love and compassion, with **ingenuity** and creativity, with hard work and longer hours, with **stamina** and patient **tenacity**, with truth and public **appeal**, with friends and allies, with mobility and discipline, with politics and law, and with prayer and **fasting**. They were not trained in a month or even a year; after all, this new harvest season will mark our fourth full year of strike and even now we continue to plan and prepare for the years to come... .

15 We shall overcome and change it not by retaliation or bloodshed but by a determined nonviolent struggle carried on by those masses of farm workers who intend to be free and human.

—*César E. Chávez*

Our Cause

16 During the civil rights era, protesters often received extensive training before participating in marches, demonstrations, and **sit-ins**. Chávez explains that farm workers were also trained for the struggle.

2. Why might training for nonviolent protest be necessary?



lie down and die accept failure
endurance ability to withstand hardship
retaliation fighting back
ingenuity cleverness
stamina ability to keep going
tenacity persistence in seeking something valued or desired
appeal plea, begging for sympathy
fasting refusal to eat
sit-ins acts of protest where people sit in seats or on a floor and refuse to leave

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Remind students that the first selection was about child laborers in Pakistan. Have them turn back to page 361 to review the text and pictures. Use questions with compare words to elicit a connection between the two readings.

Does either *selection take place in the present day?* (no)

Do both *selections describe a good leader?* (yes)

How are the stories alike*?* (Both tell about important social causes and about their leadership.)

Extension

Explore the concept of leadership. Contrast the leaders discussed in the selection. Use a **Venn diagram** to analyze the characters. On one side write *César Chávez;* on the other side write *Iqbal Masih.* Challenge students to find words, phrases, and events that describe each leader. Give a few examples: *courageous, a child, a grown-up, helps people in need.*

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall facts** When did Dolores Huerta help found the first farm workers union?
2. **Identify** Identify each of the primary sources cited in "The Equal Rights Struggle Expands." How did each source relate to the selection?
3. **Summarize** Write a brief paragraph that summarizes the reading. Use the Key Vocabulary words in your summary.
4. **Explain** What is the purpose of the boxed items in this selection?
5. **Ask questions** If you could interview Chávez or Huerta today, what two questions would you ask them?
6. **Revisit the Reading Focus Questions** Go back to page 373 and discuss the questions.


Workbook page 237


Independent Practice CD-ROM/Online

Spelling

The Suffixes *-er* and *-or*


Workbook page 238


Independent Practice CD-ROM/Online

Writing Conventions

Spelling: Contractions


Workbook page 239


Independent Practice CD-ROM/Online

Connect Readings 1 and 2

You have read two readings on the theme of leadership: *Iqbal* and "The Equal Rights Struggle Expands." Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the structure of the two readings.

Reading title	What is the text genre?	Which reading used primary sources?	Which reading did you find most interesting? Why?
Iqbal			
The Equal Rights Struggle Expands			

2. With a partner, ask and answer these questions.
   a. How did both authors use real events and people in the selections?
   b. What challenges did Iqbal share with Huerta and Chávez?
   c. Which reading is meant to both entertain and inform readers?
3. **Revisit the Chapter Focus Question** What qualities must a good leader have? Use examples from *Iqbal* and "The Equal Rights Struggle Expands" to answer this question.

Community Connection

Clarify main ideas César Chávez made great changes in the lives of farm workers. Have students research the United Farm Workers Union and write a brief paragraph about the group.

After students have learned more, discuss ways that nonviolence and civil protest are being used in the world today. Where else have you heard about nonviolent protests against unfairness? Make a list of student suggestions on the board.

Reteach and Reassess

Review vocabulary Have students review the vocabulary and glossed words in the chapter. Have each student make a list of words they might use in conversation. To reinforce understanding, have students write a story or nonfiction essay using the words on their lists. Invite volunteers to share their writing.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Reading Comprehension Answers

Question-Answer Relationships (QAR)

"Right There"

1. Dolores Huerta helped found the first farm workers' union in 1962.

"Think and Search"

2. A direct quote from Huerta and a letter written by Martin Luther King, Jr., were the two primary sources in this selection. The direct quote was from Huerta herself (the subject of the selection), and the letter was from a leader also involved in civil rights.
3. Sample answer: In the 1950s, Chavez and Huerta were activists who joined to demand political rights, better wages, and better working conditions for immigrant farm workers. Other Mexican Americans joined their struggle and protested for improvement of educational opportunities.

"Author and You"

4. The boxed items summarize, provide clarity, and ask questions related to the reading.

"On Your Own"

5. Sample answers: Were you ever afraid that nonviolent protest wouldn't work? What are the most important issues facing migrant labor today?

Revisit the Reading Focus Questions

6. See sample answers on page 373.

Spelling

Students will learn more about the suffixes *–er* and *–or* on Workbook page 238.

Writing Conventions

Students will learn more about the spelling of contractions on Workbook page 239.

Connect Readings 1 and 2

Describe genres ***Say:*** *A text genre is the type of writing. A primary source is a document, letter, diary, or newspaper, written at the time of an event by someone who was there.*

Answers

1. *Iqbal*: novel excerpt, no primary sources used, answers will vary; "The Equal Rights Struggle Expands": textbook selection, primary sources were used, answers will vary.
2. a. In *Iqbal*, the author based his writing on real people and events, but he added details of Iqbal's daily life that he created. In "The Equal Rights Struggle Expands," the events and people were not changed in any way.
   b. Sample answer: They were all fighting for important causes. Their challenges included dealing with powerful business leaders and making changes in the government.
   c. *Iqbal* is meant to entertain because is it a novel, and it tells a story. Both are meant to inform.
3. See sample answer on page 356.

Listening and Speaking

Do a Research Presentation

- Instructional Routine for Listening and Speaking page Txlii
- Teacher Resources: Rubrics: Rubric for Speaking Assessment, Rubric for Oral Presentation
- Teacher Resources: Graphic Organizers: Note-Taking
- **Preteach vocabulary** ***Say:*** *A presentation is an oral report. You tell others what you learned from your research. Most presentations have visuals, such as pictures, drawings, or charts.*
- **Vocabulary review** Remind students to use Key Vocabulary words in their demonstrations whenever possible.
- **Research** Distribute the **Note-Taking** graphic organizer and explain how to use it. *Say: For each source, write the name of the book or article and the author's name. Also write the page number. Then summarize the information you read. You will use these notes to prepare your presentation.*
- **Practice** Have students prepare for their presentation at home or in front of some peers. Encourage students to write notes about what they intend to say and then read them during their presentation.
- **Listening and speaking strategies** Remind students that eye contact is a part of good public speaking. They can read their reports, but they should be able to look up and make eye contact with the audience every so often.

Phrases for Conversation

Giving Compliments Have students use these phrases to support their fellow students giving presentations.

Fluency

Partner Reading Listening and Speaking

Listening and Speaking

Give a Research Presentation

Research a leader who inspires you in some way. Present a brief speech that describes the person and his or her accomplishments. Include visual aids to add interest to your speech.

1. Brainstorm a brief list of people you find inspiring, and think about why he or she is inspiring to you.
2. Choose one person from your list.
   a. Go to your library and research this person. Use the Internet as well as books and print or online encyclopedias.
   b. Create a timeline, or chronology, of the person's life and accomplishments.
   c. Include a photograph of the person and, if possible, an example of his or her work.
3. Organize your speech.
   a. Your speech should follow the order of events in the timeline you created.
   b. Be sure to include the reason why you chose this person as the subject of your presentation.
   c. Edit your speech, adding active verbs, vivid descriptions, and colorful details to make your speech interesting.
4. Rehearse your presentation. Be sure to practice how you will share your visual aids with the class.
5. Give your speech to your classmates.
6. After listening to your classmates' speeches, compliment them on their presentations.

Phrases for Conversation

Giving Compliments

That was great!
Good job!
Terrific!
Well done!



Martin Luther King Jr. and Amelia Earhart were two inspirational American leaders.

Differentiated Instruction • Listening and Speaking

Scaffolding

Brainstorm possible subjects for a research report. ***Say:*** *Who are the people in the photographs on this page?* (Dr. Martin Luther King, Jr., Amelia Earhart) *What other figures would you like to write about?* (Possible subjects: Eleanor Roosevelt, Harriet Tubman, Nelson Mandela)

Extension

You may wish to have students prepare a biography board. This visual contains timelines, photographs, reports, and artifacts from, from the life and era of the subject.

Reading Fluency

Reading Silently

Reading silently helps you to read faster and become a more fluent reader.

1. Listen to the audio recording of page 361 of *Iqbal*. Read along as you listen.
2. Then silently reread paragraphs 1–7 two times. Read the paragraphs within 1.5 minutes. You will be reading 200 words per minute. Your partner will time your readings.
3. Reread the page two more times. Each time you reread the passage, try to increase your reading rate.

Vocabulary Development

Suffix: -ion

Build Your Knowledge

The suffix *-ion* comes from Latin.

A **suffix** is a word part that is added to the end of a word. A suffix can change the meaning of a word, and it often changes a word's part of speech. The suffixes **-tion** and **-sion** change a word into a noun. For example, the verb *impress* changes to a noun when it becomes *impression*. *Isolate* becomes the noun *isolation*. Note that spelling changes are sometimes necessary.

Add a **-tion** ending to each of the following words.

1. negotiate
2. populate
3. direct
4. immigrate

Add a **-sion** ending to each of these words.

5. suppress
6. success
7. express
8. confuse

Checkpoint

1. What is a **suffix**?
2. How can the addition of the suffixes **-tion** and **-sion** change a word's meaning?

Vocabulary Log | Workbook page 240 | Independent Practice CD-ROM/Online

Writing Connection

Use details After researching for the presentation, have students write a poem or song about the person they studied. Encourage students to include details and specific information in their poetry.

Cultural Connection

Both selections told about people who led important causes. Have students think of a cause that interests them. Suggest several: *world peace, child labor, global warming.* Have students research information about a cause. Have them find out what people are doing about that cause in other countries they are familiar with. Have them report their findings to the class.

Reading Fluency

Reading Silently

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

Read and discuss Have students follow the activity and read the selection silently. Then, start an open discussion about the book, beginning with what they noticed each time they read the passage.

Vocabulary Development

Suffix: *–ion*

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

Parts of speech Remind students that a part of speech is the part a word plays in a sentence. ***Say:*** *Verbs are action words, such as act and decide. Nouns are people, places, or things, such as action and decision. The suffix –ion changes a verb into a noun.*

Reading Fluency

Echo Reading Vocabulary Development

Vocabulary Development Answers

1. negotiation
2. population
3. direction
4. immigration
5. suppression
6. succession
7. expression
8. confusion

Checkpoint Answers

1. A suffix is a word part added to the end of a word.
2. –tion to make retaliation.

Grammar

Conditional Clauses

Instructional Routine for Grammar
page Txxxii

- **Preteach** Remind students that a clause is a group of words that has a subject and a verb. A conditional clause is dependent. It cannot stand alone.
- **Teach** Point to objects around the room and give examples of conditional clauses. For example, point to the window. ***Say:*** *If I throw a ball at the window, it will break.* Point to a student. ***Say:*** *If you do not come to school tomorrow, you will miss the test.* Point to the clock. ***Say:*** *We will leave at 3 PM, unless we are sent home early.*
- **Practice** Have students create their own conditional clauses using the following sentence starters:
  I will see you tomorrow unless ___.
  I will go to the baseball game if ___.
  The birds will fly south even if ___.
  Students write the complete sentence and then underline the conditional clauses.
- **Apply** Before doing the practice exercise, have students read several pages of the [illegible] in this chapter and identify conditional clauses.
- **Have** students share their answers to the Grammar Independently questions with a partner. Have them work together to find the conditional clauses. Allow them to correct or improve their sentences.

Practice the Grammar Sample Answers
If you demand better working conditions, the employers might not listen.
The Liberation Front will accomplish more if Iqbal helps them.
If the world knows about the Liberation Front, more children will be helped.
The world will know about Iqbal if newspapers print stories about him.
If child labor laws change, more children will be in danger.

Use the Grammar Sample Answers
If nonviolent protest, they will be listened to.
If migrant laborers gain more rights, their lives will be difficult. Unless people demand better working conditions, workers will still be paid poorly.

Grammar

Conditional Clauses

Use conditional clauses beginning with **if, unless,** and **even if** to express:

- a real or possible situation that occurs in the present. Both the conditional clause and the main clause are in the present tense.
  If you heat ice, it melts.
  I am always cold **even if I wear a sweater.**
- a real or possible situation in the future. The conditional clause is in the present tense, and the main clause is in the future tense.
  Your feet will get wet **if you walk through the puddle.**
  Unless you do your homework, you will not get a good grade on the test.

Note
When the conditional clause is at the beginning of the sentence, use a comma after the clause. Do not use a comma if the clause follows the main clause.

Practice the Grammar Using the two sentences in each item below, create one sentence by making one of them a conditional clause with *if, even if,* or *unless.* Underline the conditional clause.

nothing will change / the Liberation Front is silent.
Nothing will change if the Liberation Front is silent.

1. you demand better working conditions / the employers might not listen
2. the Liberation Front will accomplish more / Iqbal helps them
3. the world knows about the Liberation Front / more children will be helped
4. the world will know about Iqbal / newspapers print stories about him
5. the child labor laws change / more children will be in danger

Use the Grammar Independently Write three sentences with conditional clauses. Use *if, even if,* and *unless* in your sentences.

Differentiated Instruction • Grammar

Scaffolding

Tell students that a condition is something that must take place before something else can happen. ***Say:*** *On what condition are you allowed to play at night?* (if I finish my homework) *On what condition can you eat a piece of cake?* (if I have eaten all my vegetables) *On what condition do you get a perfect attendance record at school?* (if I come to school every day)

Extension

Have students find advertisements from magazines. For each picture, have students make a conditional statement that tells what the advertisement wants you to think about the product. For example, *"If I use Fancy Brand shampoo, my hair will be long and beautiful."* "*If I drive a Brute truck, I will go to cool places like this mountain.*"

Conditional clauses can also be used to express unreal or imaginary situations. Use these clauses to express:

- an unreal situation in the present used to express what would happen in an imaginary situation.

  If I had more time, I would read more.

  We would go to the party **if Dad gave us permission.**

  To create these sentences, use one of the following structures:

  Conditional clause **(If + past tense),** + main clause **(would + verb).**

  Main clause **(would + verb)** + conditional clause **(if + past tense).**

Note

When using the verb *to be* in the conditional clause, use *were* instead of *was* for subjects I / he / she / it.

If I were older, I would have a driver's license.

- an unreal situation in the past used to express how something could have happened differently.

  If I had gone to the game, I would have caught that fly ball.

  He would have gone to the party **if he had been invited.**

  To create these sentences, use one of the following structures:

  Conditional clause **(If + past perfect tense),** + main clause **(would have + verb).**

  Main clause **(would have + verb)** + conditional clause **(if + past perfect tense).**

Practice the Grammar Match each sentence beginning with the correct ending.

1. The students would learn more about their culture
2. The growers would suffer
3. If Huerta and Chávez had not worked together,
4. If the employers didn't listen to their workers,

a. they would not have formed the National Farm Workers Association.
b. if the schools gave classes on Mexican-American topics.
c. if the workers held a boycott.
d. reforms would not be made.

Use the Grammar Independently Complete the following sentences with an appropriate main or conditional clause.

1. Mark would have bought the bicycle . . .
2. If Larissa were good at sports, . . .

Grammar Expansion

Conditional Expressions with Modals *should, could,* and *might*

Workbook page 244 | Independent Practice CD-ROM/Online

Checkpoint

1. Write a sentence using a conditional clause to express an unreal situation in the present.
2. When do you use a comma with a conditional clause?

Workbook pages 241–243 | Independent Practice CD-ROM/Online

Reteach and Reassess

Opportunities for practice Tell students to review their research presentations on a historical figure. Have them look for conditional clauses in their notes. Have them look for ways to use sentences that include conditional clauses.

Writing Strategies

Combining Sentences ***Say:*** Point out that short choppy sentences can be combined using conditional clauses. Offer examples and allow students to write a single sentence from the two.
I will try to be nice to my brother. He will let me play with his new toy. (If I am nice to my brother, he will let me play with his new toy.)
You can do well on the test. You will have to study. (If you study, you can do well on the test.)
The bus drops me off home early. I can go out to play. (If the bus drops me off me early, I can go out to play.)

Grammar (cont.)

Conditional Clauses

- **Preteach** Explain that sometimes, we talk about events that have not happened yet. ***Say:*** *If I win a million dollars, I will build a library.* Explain that you don't have a million dollars. You cannot build the library until you do.
- **Teach** Ask students to tell what they want to be when they grow up. Then have them construct a sentence with a conditional clause using the construct described. Offer these examples: *If I were a firefighter, I would face danger every day. If I were a nurse, I would help people get well.*
- **Practice** Have students practice constructing sentences about something they should have done in the past. ***Say:*** *If I had left earlier, I would not have been late to school. What should you have done differently this morning?* Correct mistakes in conditional clauses.

Apply Have students complete the exercises in pairs. Ask if any of them arrived at answers they were unsure of. Encourage students to talk through exercises so their decision making process becomes clear. Model this for them.

Extend Have students write a letter to the principal of the school. Letters should tell about a problem and should explain a solution. Students should use conditional clauses to make their point.

Grammar Expansion

Students will learn more about conditional expressions with the modals *should*, *could*, and *might* in the Workbook page 244.

Practice the Grammar Answers

1. b
2. c
3. a
4. d

Use the Grammar Sample Answers

1. . . . if he had earned the money.
2. . . . she would have joined the basketball team.

Checkpoint Answers

1. Sample answer: If I have free time, I will clean my bedroom.
2. Use a comma if the conditional clause begins the sentence.

Writing Assignment

Write a Persuasive Essay

Instructional Routine for Writing page Txxxvi

Teacher Resources: Graphic Organizers: Persuasive Paragraph, Persuasive-Debate & Writing

Teacher Resources: Rubrics: Rubric for Writing Assessment

Milestones Handbook, pages 429–469

- **Vocabulary review** Remind students to use the Key Vocabulary words in their writing whenever possible.
- **Review formatting** Remind students to indent the first line of their paragraphs. Review paragraph format with the **Persuasive Paragraph** graphic organizer.
- **Grammar review** Review conditional clauses and remind students to use them when writing their persuasive essays.

Prompt

1. **the writing prompt** Read the Writing Prompt aloud. Ask volunteers to restate the prompt in their own words. Make certain that students understand that persuasive essays take a position and try to convince others about an idea.

Student model

writing Have students read the model silently. ***Ask:*** *What is the author's position?* (It is very important for all adults and teenagers to act as role models for children.) *Why does the author end the essay with a question?* (The author wants the reader to think about how the idea is relevant to his or her life.)

Fluency

Student Model

Grammar review Have students locate the conditional clauses in the student model. (If you do the wrong thing, they might do it, too. If you think of yourself as a role model, it will help you to remember to do what is good for you and others.)

Writing Assignment

Write a Persuasive Essay

Writing Prompt

Write an essay that persuades your readers of one way they can lead others and why it is important. Be sure to include conditional clauses.

Write Your Persuasive Essay

1. **Read the student model.** In this model, a student tells why it is important for people to act as role models for children. Look for ways the writer tries to persuade the reader.

Student Model

Children follow by example. Therefore, it is very important for all adults and teenagers to act as role models for children.

Children admire the older people around them. Because of this, they often imitate what they see others doing. If you do the wrong thing, they might do it, too. So we must think about every action we take and whether we would want a child to do it, too.

If you think of yourself as a role model, it will help you to remember to do what is good for you and others. This can include following the rules in school, listening to your teacher, and doing what you are told.

When you act as a good role model, you are also telling the people around you that they can trust you. By acting mature and being a good role model, people know that they can count on you.

Think of yourself as a role model. Remember that children look up to us to know right from wrong. There will often be a child watching what you do and how you do it. Don't you want to show the child what is right?

Workbook page 245

Differentiated Instruction • Writing Assignment

Scaffolding

Distribute the **Persuasive Essay: Three Paragraphs** graphic organizer to students to use as they draft their essays. Explain that each paragraph will have a main idea and details to support the main idea.

Extension

After students have chosen a topic, have them make a poster to support their ideas. Posters should encourage the reader to take some action. ***Ask:*** *How would you get your message out? What kind of poster would reinforce your essay?*

2. **Prewrite.**
   a. Begin by brainstorming ideas. Think about the little ways that someone can show leadership.
   b. Choose one way that seems easy to accomplish, yet is important.
   c. Think of ways to persuade your reader. For example, you can use the example of a famous person who demonstrates leadership behavior. You can also appeal to your reader's emotions by suggesting how showing leadership can change his or her life as well as the lives of others.
3. **Write your essay.** Include an introduction that ends in a thesis statement. Put your persuasive technique in the body. End your essay with a summary of your main points.
4. **Revise.** Read your essay aloud. Revise any sentences or paragraphs that seem unclear or misplaced. Make sure your ideas are well-organized and consistent.
   Use the **editing and proofreading symbols** on page 455 to mark any changes you want to make.
5. **Edit.** Use the **Writing Checklist** to help you find any errors.
6. **Read your essay to the class.**

Writing Checklist

1. I wrote an introduction, a body, and a conclusion.
2. I clearly stated the thesis of my essay.
3. I used conditional clauses.
4. I proofread my work.

Writing Support

Spelling

Spelling Rules and Frequently Misspelled Words

English has many spelling rules. Here are a few of those rules.

- *i* before *e*, except after *c* or when it sounds like an *a*
  Examples: p**ie**ce, c**ei**ling, n**ei**ghbor
- Change *y* to *i* before adding *-es*
  Examples: candy → cand**ies**, sky → sk**ies**, penny → penn**ies**
- Double the final consonant in many words before adding *-ing* or *-er*
  Examples: pin / pi**nn**ing; bat / bat**t**ing; hot / ho**tt**er

These words are commonly misspelled:

argument conscience grateful misspell noticeable
possession privilege separate vacuum Wednesday

Apply Check for commonly misspelled words. Have you spelled them correctly?

Writing Strategies

Formal and informal writing Formal writing is used for making formal requests to people you do not know. Informal writing is used when you write to people you know. For this essay, you will write as if you are speaking to your peers. Read these sentences and ask students to say whether they are formal or informal:

To be a leader, you should not be afraid to speak your mind and explain your opinion. (formal)
Don't hide in a hole. Speak up! If you're going to be a leader, you've got to let it show. (informal)

Language Transfer and Interference

Relationships Some languages have two words for *you*. One is formal and meant for strangers or people in authority. An informal *you* is meant for close friends and family members. Explain that the *you* in English can be used in both situations.

Writing Assignment (cont.)

Write Your Persuasive Essay

Prewrite

- **Brainstorm** ***Say:*** *To brainstorm, choose just one word or topic, and then write down everything that comes into your head when you think about it.* Tell students not to make judgments about whether each suggestion is a good one; just keep writing. Also tell students to think of different methods they can use to persuade, such as using a celebrity as an example or appealing to the readers' emotions.
- **Paragraph organization** ***Say:*** *Be sure to follow the order of introduction, body, and conclusion in your writing.*

Write

- **Grammar review** ***Say:*** *Begin your writing. Remember to use conditional clauses when you can.* Answer questions about style and format as students write.

Revise

Read aloud Ask students to read their essays aloud in low voices and, as they read, have them mark any areas that they want to go back to in their revision.

Edit

- **Clarify** Have student reread their drafts and practice combining sentences, clarifying their ideas and checking spelling. Remind them to read and use the Writing Checklist.
- **Extend** Invite volunteers to read their persuasive essays to the class. Discuss the ideas and details in each essay. Offer praise for the strengths of each presenter.

Progress Check

Milestones Tracker

Teacher Resources: *ExamView®*

Preview The **Progress Check** is the post-assessment section of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings
companion: a person who goes with another person
courageous: brave
distribute: to give out or deal out
immense: enormous, huge
timid: extremely shy
tireless: incapable of tiring out
activist: someone who ardently supports a cause
advocate: to plead in favor of
boycott: a refusal for political reasons to buy certain products or do business with a certain store
contribution: a giving of money, time, material goods
negotiate: to talk as a way of reaching an agreement
reform: a change or improvement

[illegible]ic Vocabulary
dialogue: a conversation between two or more people or characters
justify: to give a reason for an action
affect: to influence or have an impact on someone or something
judge: to consider something and then give an official decision

Reading Strategies
To analyze a character means to look at clues in a reading to determine what a character is like in terms of inner values, actions.
Facts and information often surround the main idea in a textbook

Text Genres
novel; informational text; social studies textbook

Reading Comprehension
Iqbal is about a young man's struggle to save children like himself from bonded labor in Pakistan.
"The Equal Rights Struggle Expands" is about the work of activists Dolores Huerta and César Chávez.

[illegible] Element
A simile is a comparison that uses the words like [illegible]

[illegible]
A noun is formed when the suffix *-er* or *-or* is added to a verb.

Writing Conventions
The contraction is won't.

Listening and Speaking
[illegible] Conversation
One way to give a compliment is to say, "Terrific!"

Vocabulary Development
[illegible]

[illegible]
If I finish reading the book tonight, I won't be able to write the report tomorrow.

[illegible] Spelling
The final *y* in words becomes an *i*.

Progress Check

Milestones Tracker

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **companion, courageous, distribute, immense, timid, tireless**	358
	• **activist, advocate, boycott, contribution, negotiate, reform**	372
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **dialogue, justify**	359
	• **affect, judge**	370
Reading Strategies	What does it mean to analyze character?	359
	In a textbook, what kind of material often surrounds the **main idea**?	373
Text Genres	What is the text genre of *Iqbal*?	360
	What is the text genre of "The Equal Rights Struggle Expands"?	373
Reading Comprehension	What is *Iqbal* about?	371
	What is "The Equal Rights Struggle Expands" about?	379
Literary Element	What is a **simile**?	371
Spelling	What part of speech is formed when the suffix *–er* or *–or* is added to a verb?	379
Writing Conventions	Give the contraction form of "will not."	379
Listening and Speaking	**Phrases for Conversation** Identify one way to compliment someone's performance.	380
Vocabulary Development	What noun do you create when you add the suffix *-ion* to the word *create*?	381
Grammar	Give an example of a sentence with a conditional clause.	382–383
Writing Support: Spelling	What happens to the final *–y* in words when they become plural?	385

Study Skill

Be an Active Listener
Remind students that listening is an active process. Listening well is an important part of learning and exchanging ideas.

- As you listen, look at the speaker. Sit still and concentrate.
- Listen to what the speaker says, but also study the speaker's expressions and actions. These tell what the speaker is feeling.
- Take an interest in the subject the speaker is talking about.
- Paraphrase what the speaker has said. Check your understanding. It also tells the speaker that you have been listening attentively.
- At appropriate moments, ask questions that will clarify the speaker's ideas and help you to understand the ideas better.
- Be sure you have heard the speaker correctly before you disagree. Remember to be polite.

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

Jackie Robinson

1 Jackie Robinson was an admirable man and a leader in many ways. He was a baseball player, a writer, and a civil rights activist. In 1947, he became the first African American in the 20th century to play professional baseball. Even though players and fans were sometimes cruel to him, Jackie was courageous. In 1947, he was named Rookie of the Year. He went on to win many other awards during his baseball career.

2 Jackie Robinson was like a champion both on the field and off the field. During the 1960s, he was involved in politics and wrote for a newspaper. He supported civil rights leaders like Martin Luther King Jr. and Malcolm X, and worked for the rights of all people.

3 In 2007, ballparks around the country held Jackie Robinson Day to honor Robinson for his contributions to baseball and to the country. If Jackie Robinson had not broken baseball's color barrier, America would have missed the chance to know a remarkable player and a courageous man.

1 **What does the word courageous mean in the following sentence?**

> **Even though players and fans were sometimes cruel to him, Jackie was courageous.**

A kind
B angry
C brave
D upset

2 **What is the main idea of this passage?**

A Robinson was a civil rights activist.
B Robinson was Rookie of the Year.
C Robinson was a remarkable player and a courageous man.
D Robinson won many awards.

3 **What is a simile in the passage?**

A Jackie Robinson was like a champion both on the field and off the field.
B He went on to win many other awards during his baseball career.
C He was a baseball player, a writer, and a civil rights activist.
D Jackie Robinson was an admirable man and a leader in many ways.

4 **What is the text genre for this passage?**

A poem
B persuasive essay
C textbook excerpt
D autobiographical short story

Writing on Demand: Persuasive Essay

Write a persuasive essay about an important leader. Use examples from his or her life to persuade your audience that the person was or is a strong leader. **(20 minutes)**

Writing Tip

Include a thesis statement in your essay and support it with details from the person's life.

Study Skill

Taking notes

When taking notes from a textbook, students should:

- Read each section carefully.
- Review section questions.
- Locate boldface or highlighted words.
- Focus on the most important words and ideas.
- Paraphrase, or put ideas into their own words.
- Organize their notes in an outline form to make them easier to review.
- Write legibly. Students need to be able to read their notes when they review.
- Use phrases. Focus on content. Students do not have to write complete sentences.

Unit 6 • Chapter 1 Check Your Progress

- **Assessment book:** Unit 6, Chapter 1 Quiz
- **Teacher Resources:** *ExamView®* Unit 6, Chapter 1 Quiz
- **Milestones Tracker:** Unit 6, Chapter 1 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies

Remind students to read the essay completely before answering the questions. ***Say:*** *You may feel you know the answer without reading, but there may be some information in the reading that will help you answer the questions correctly.*

Assessment Practice Answers

1. *C*
2. *C*
3. *A*
4. *C*

Writing on Demand: Persuasive Essay

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Read and interpret writing prompt** Point out the words *persuasive essay* in the first sentence. ***Say:*** *This means that you will need to take a position and support it with facts and details.*
- **Organize quickly** Tell students to quickly decide what leader to write about. It should be someone they are familiar with.

Writing Tip Preview

Suggest that students create an outline of the thesis statement and a few significant details of the person's life.

- **Revise** After writing the draft, tell students to reread, looking for places that need more details. Make sure the position is stated clearly and that there are enough details to support the position.
- **Edit** Remind students to look for misspelled words and punctuation errors.

Reading Fluency

Repeated Reading "Jackie Robinson," paragraphs 1–3

Objectives

Reading Strategies
Say: *A fact is something that is true. An opinion is something a person feels.* Imagery includes figurative language the author uses to help the reader "see" the scene.

Listening and Speaking
Say: *An interview is a conversation where one person asks questions and the other person answers. Think about the questions you would ask someone in an interview.*

Grammar
Say: *In this unit you'll learn about active and passive voice. Good writers know when to use active voice instead of passive.* Offer these examples:
Passive voice: *The cat was chased by the dog.*
Active voice: *The dog chased the cat.*

Writing
Say: *You will write a research essay. This is a skill you will need in many classes throughout your school years.*

Pre-Assessment
Ask: *Which of these sentences contains imagery?*
The rain soaked me in misery. (yes)
A puppy licked my face. (no)
If I shout, I will blast the roof off this place. (yes)
Would you like cold water to drink? (no)

Pre-Assessment
Select items from the **Assessment Program** of the **Teacher Resource CD-ROM** with *ExamView®*.

Chapter Focus Question

The Chapter Focus Question is a question that students will answer after the two reading selections. Students should keep this question in mind as they read.

Chapter Focus Question Sample Answer
A good leader can teach you to be the best you can be. He can help you discover your own abilities.

Academic vocabulary Hold up a dictionary.
Say: *A dictionary is a resource for finding the meaning of words.* ***Ask:*** *What resource would you use to find out the location of Paris in France?* (an atlas)

About the Reading

About the image The people in the picture are participating in a science fair. ***Ask:*** *What can you tell about their project?* (It looks like an experiment. They built it themselves. It is not a store-bought invention.)

CHAPTER 2

Objectives

Reading Strategies
Distinguish fact from opinion; Recognize imagery

Listening and Speaking
Role-play an interview

Grammar
Learn to avoid shifts in writing; Learn the active and passive voices

Writing
Write a research essay

Academic Vocabulary

distinguish	factor
locate	resource

Academic Content

A nationwide science contest
Slavery and the Underground Railroad

Chapter Focus Question
What can a really good leader teach you?

Reading 1 **Content:** Science
Brochure and newspaper article
Science Olympiad
He's Teacher, Student, and Cheerleader
by Eric Carpenter

Reading 2 **Literature**
Historical novel (excerpt)
Harriet Tubman: Conductor on the Underground Railroad
by Ann Petry

Science Olympiad

About the Reading

Have you ever attended a science fair? Imagine a science competition that involves students from schools across the country. You are going to read about such an event that tests talented high-school students on all different areas of science, with the best and brightest taking home the first place prize.



Differentiated Instruction • Use Prior Knowledge

Scaffolding

Explain that a *science fair* is a competition among high school students. Each student, or pair of students, researches a science topic and presents what they learn. A science fair project may be an experiment or a report.

Ask: *Has anyone ever gone to a fair?* Encourage volunteers to share their experiences. ***Ask:*** *What do you think might happen at a science fair?*

Extension

Demonstrate listening and speaking skills by having students role-play a scene. Suggest the following scenes:

A customer wants to return a damaged item to a shop clerk.

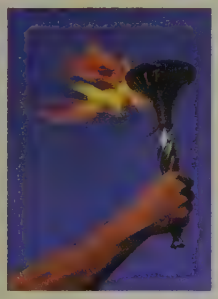
A person gives directions to a tourist who does not speak English well.

A waiter takes an order from a family that does not understand the menu.

Build Background

The Original Olympiad

Science Olympiad is a science competition that takes its name from the ancient Olympic Games in Greece. The original games were held in the city of Olympia in 776 BCE. They were meant to present the athletic talents of the competitors. In the modern Olympic Games, athletes compete in specialized events, like swimming and gymnastics. In the Olympiad that you will read about, science is the main event.

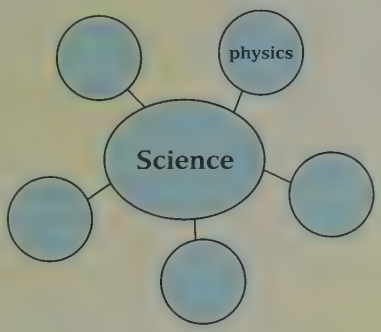


Use Prior Knowledge

Imagine an Academic Olympiad

At the Science Olympiad, students compete in different areas of science.

There are many different areas of science. How do you know? Copy the graphic organizer. Then work with a partner to fill in the graphic organizer with as many different areas of science as you can. Add more circles as needed. Finally, discuss what you know about one or more of these areas of science.



Community Connection

Guest speaker Invite a science teacher to the classroom to discuss what happens at a science fair. Have him or her show pictures or examples of good science fair entries. Have students brainstorm possible projects for a science fair. Suggest that students prepare questions before the speaker's arrival in class. For example, a student might ask: *What kinds of things do you see in a student science fair? What kinds of information should I prepare? What kinds of topics make good science fair displays?*

Science Connection

Explain terms List some areas of science that could be included in the **Cluster Map** graphic organizer in the student book page, such as robotics, medicine, chemistry, physics.

Give examples of projects that might fit into these categories:

robotics: *building a robot, designing gears*
medicine: *treating sick people, discovering new drugs*
chemistry: *inventing new materials, studying the properties of materials*
physics: *learning about how magnets work*

Build Background

The Original Olympiad

- **Pre-assess** Point out the similarity between the words *Olympics and Olympiad.* Ask students to tell the similarity between the words' meaning. (Both words describe competitions. The Science Olympiad takes its name from the ancient Greek Olympics.)
- **Teach** Ask students to give examples of science projects they might do in a science class. (growing plants, observing weather, measuring temperature) ***Say:*** *All these are science topics that could be made into a project for a competition.*
- **Make connections** ***Ask:*** *What are the Olympics? What events are in the Olympics?* (swimming, skiing, running, etc.) *Are there science projects in the Olympics?* (no) *Why do you think a Science Olympiad is a good idea?* (It is a good way to get people to compete in education and learning.)

Reading Fluency

Reading Words in Chunks Build Background

Use Prior Knowledge

Imagine an Academic Olympiad

Teacher Resources: Graphic Organizers: Cluster Map

Clarify terms Review the process for filling in the idea web or **Cluster Map.** Explain that the areas of science one student chooses to fill in the circles could be different from those their partner chooses, based on what aspects of science each person is interested in.

Vocabulary From the Reading

Learn, Practice, and Use Independently

Instructional Routine for Vocabulary
page Txxx

Teacher Resources: Graphic Organizers: Word Squares, Vocabulary Log

Word Connections

achievement *(accomplishment, success)*
assembly *(collection, gathering, throng)*
curriculum *(program, subjects, syllabus)*
prestige *(celebrity, distinction, importance, status)*
tournament *(contest, competition, match)*

- **Use a graphic organizer** Teach students to use a **Word Squares** graphic organizer to further explore word connections. Have students write the key word, its synonyms, its part of speech, and a sample sentence with context clues in each quadrant of the Word Square. Students should complete a Word Square for each Key Vocabulary word.
- **Vocabulary development** Point out that *assessment* and *tournament* have the same suffix. *Say: A suffix is a group of letters at the end of a word.* Point out that the suffix *–ment* makes a word into a noun.
- **Extend** Tell students to look for the Key Vocabulary words in other classes and outside school.

Learn Vocabulary Answers

[illegible] (success, accomplishment); assembly [illegible] people, a gathering); curriculum (the [illegible] at an educational institution); prestige [illegible] as excellent reputation, wealth, and [illegible] ing admiration or honor); tournament [illegible] with a series of events leading to a [illegible])

Practice Vocabulary Sample Answers

[illegible] s going on in the auditorium.
[illegible] in academic curriculum.
[illegible] yer can compete in a tournament.
[illegible] hat position for the prestige it carries.
[illegible] n English was very high.

Use Vocabulary Sample Answer

[illegible] rriculum at my school is very hard. [illegible] pected to put studying and academic [illegible] ahead of sports. However, after the [illegible] mbly, I left to play in the soccer [illegible] an still be a college professor with a lot [illegible] meday, and play soccer today!

Checkpoint Sample Answers

[illegible] ight include drawing, painting, [illegible] no jewelry making.
[illegible] ognize achievement by giving an award [illegible] r position in a job or a club.

Before Reading 1

Key Vocabulary
assembly
achievement
curriculum
prestige
tournament

Vocabulary From the Reading

Learn, Practice, and Use Independently

Learn Vocabulary Use the context clues to determine the meaning of the **highlighted** word in each sentence.

1. All the students in the school met for an **assembly** in the cafeteria. They listened to a presentation about the rules for running for class president.
2. Leah worked hard all year long, and she got straight A's. At graduation she was awarded for her **achievement**.
3. An English **curriculum** includes writing, grammar, and literature.
4. Tom's job at the university brings him a lot of **prestige**. He is very well-respected and is often asked to travel to other universities to give speeches.
5. The chess **tournament** lasted two weeks. There were events for kids of all ages to compete in.

Practice Vocabulary Read each of the following questions. Then answer the question with a sentence that includes one of the Key Vocabulary words.

1. What is happening in the school auditorium right now?
2. What do students learn at school?
3. Where can a tennis player compete in a series of events?
4. Why do you think the businessman wants to become governor?
5. Why was Lucy given an award in English class?

Use Vocabulary Independently Write a short paragraph that uses all of the Key Vocabulary words.

Checkpoint

1. What might be included in an art **curriculum**?
2. How can someone's **achievement** be recognized?


Vocabulary Log


Workbook page 249


Independent Practice CD-ROM/Online

Differentiated Instruction • Vocabulary from the Reading

Scaffolding

Ask questions to clarify meaning. Accept answers that show understanding of the question.

Can one person make up an assembly? (no) *What prize would you like to win at a tournament?* (a gold medal) *What is your greatest achievement?* (last year's report card) *How can you tell if someone has great prestige?* (The person is respected.) *What is the most interesting part of your reading curriculum?* (the true stories)

Extension

Point out that each vocabulary word is a noun. Remind students that nouns can be subjects or objects in a sentence. Have students work with a partner to write two sentences for each word. In the first sentence, the word should be used as a subject. In the second subject, the word must be used as an object. Students may use the word as an object of a preposition.

Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
distinguish *verb*	to see or understand differences	I cannot **distinguish** between the identical twins. I never know which one I'm talking to.	
locate *verb*	to find	Angela **locates** the train station on the city map by looking for the street name.	

Draw a picture and write a sentence for each word.

Reading Strategy

Distinguish Fact from Opinion

A fact is information that is true and that can be proven.

Sandy watched a movie last night.

An opinion is a person's feelings or beliefs about something. Opinions cannot be proven. Words like *think, feel, best, worst,* and *believe* often express an opinion.

Sandy thought that the movie was very good.

To **distinguish** a fact from an opinion, look for factual proof or clue words that indicate opinions.

As you read, **locate** statements of fact and opinion. When you finish reading, you will complete the chart below to help you **distinguish** facts from opinions.

Facts	Proof	Opinions	Clues

Checkpoint

1. What does the word **distinguish** mean?
2. How can you **distinguish** between facts and opinions?

Vocabulary Log · Workbook page 250 · Independent Practice CD-ROM/Online

Writing Strategies

Using commas Commas are used when a writer lists a series of items. Write this sentence on the board: *I can locate my pen, paper, and textbook.* ***Say:*** *Look at the commas in this sentence. They go after each word in the list.* Have students write sentences in response to this question: *What are the colors on the American flag?* Confirm that commas are used correctly.

Community Connection

Local opinions Have students read the editorial page of the local newspaper. ***Say:*** *Look for facts in the editorial. Then look for opinions. How can you tell the difference?* Confirm that students recognize the opinion statements in the editorials. Discuss the opinions students find.

Academic Vocabulary

Vocabulary for the Reading Strategy

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Word Web, Vocabulary Log

Word Connections

distinguish *(ascertain, characterize, qualify, estimate, discriminate)*

locate *(discover, pinpoint, uncover, unearth, find)*

Have students work in pairs to create a **Word Web.** Have them place a word in the center of the web. Ask them to write synonyms for the word in the other circles.

- **Teach** Ask students to locate objects around the room. ***Say:*** *Can you locate the clock? Can you locate the window? Can you locate your textbook?* Have students use each Academic Vocabulary word in a sentence.
- **Context clues** Review the sentences in the chart. ***Say:*** *The phrase "on the city map" helps me understand that* locate *must mean to find something.*

Reading Strategy

Distinguish Fact From Opinion

- **Preteach** ***Say:*** *How could you find out how many miles it is between Boston, Massachusetts, and Houston, Texas?* (You would look at a map that shows distances between cities.) *You would look for proof. A fact can be proven.*
- **Teacher modeling** ***Say:*** *You may think that your favorite sports team is the best in the world. I might think they are the worst. We both have opinions. You can tell an opinion when you see a word that tells how something appears or seems.*

Reading Fluency

Paired Reading Reading Strategy

Checkpoint Sample Answers

1. Distinguish means to see or understand the differences between at least two things.
2. You can distinguish between facts and opinions by looking for a way to prove the statement.

Text Genre

Informational Text: Brochure and Newspaper Article

- **Build vocabulary** Write the word *informational* on the board. Underline *inform-*. Explain that the root of the word is *inform*. ***Say:*** *An informational text is one that will inform the reader about a subject.* Ask for examples of informational texts, such as newspaper articles, brochures, encyclopedias, etc.
- **Relate to personal experience** ***Ask:*** *Have you ever read a brochure for a museum or tourist spot?* Explain that a brochure often includes maps, directions, descriptions, and contact details.

Meet the Author

Eric Carpenter

Author background A reporter looks for important events or ideas. Reporters try to interest their readers in their subjects. Eric Carpenter reports on local events. He tries to tell a fresh story every day. He wants his stories to interest his readers.

Reading Focus Questions

Explain that students should think about the Reading Focus Questions as they read "Science Olympiad." They will revisit the questions after reading the selection.

Reading Focus Question Sample Answers

in learn to become leaders by being in activities, such as managing a fundraiser, about the stories of other famous

of "Science Olympiad" is to show is who are interested in science have way to gain more knowledge, create their own and meet other students with their same terests. The purpose of "He's teacher, student, cheerleader" is to show how a teacher can lead rs to success.

mpiad is a good learning experience for kids interested in science. It offers scholarship d networking opportunities, all of which orthwhile activity.

Checkpoint Sample Answers

A current event is something happening now, like ion or a meeting.

mple of a fact is "Grass is green." An ample of an opinion is "I think hiking is the best spend a beautiful Saturday afternoon."

Before Reading 1

Text Genre

Informational Texts: Brochure and Newspaper Article

In Unit 5, Chapter 1, you learned that **brochures** are short documents that communicate specific information, and that they often include features like headings and testimonials. The first reading in this chapter includes a brochure and another type of informational text, a **newspaper article**. Newspaper articles report on current events in a community or in the world. Below are some common features of newspaper articles.

Newspaper Articles	
facts and opinions	facts, such as dates, events, names, and services, can be proven; opinions cannot be proven
current events	actual activities happening at the present time
interviews	meetings where information is gathered from someone



Meet the Author

Eric Carpenter was born and raised in California. Carpenter developed a love of writing at an early age and has pursued that passion as an adult. He has been a reporter and writer for the Orange County Register since 1995.

Reading Focus Questions

As you read, think about these questions.

1. How can students learn to become leaders?
2. What do you think is the purpose of each of the readings in this section?
3. Do you think the Science Olympiad is a worthwhile competition? Why or why not?

Checkpoint

1. What is an example of a **current event**?
2. Give an example of a **fact**. Give an example of an **opinion**.

Workbook page 251
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Name the items on the following list. Have students tell you whether the information could be considered a current event.

News about a coming election (yes)
Last year's race winners (no)
Details about the Civil War (no)
Traffic reports on bridge repairs (yes)

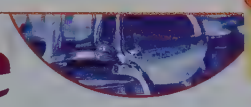
Confirm that students understand the concept of current events.

Extension

Bring in a newspaper and give each student a page. Have them choose an article or editorial. ***Ask:*** *What current events did you find on your newspaper page? Who has a quotation from an interview? What opinions do you read in the pages?*

Reading 1
Content
Science

Science Olympiad



We have a mission.

Science Olympiad is a national **non-profit** organization dedicated to improving the quality of **K–12** science education, increasing male, female, and minority interest in science and providing recognition for outstanding achievement by both students and teachers. These goals are achieved by participating in Science Olympiad **tournaments**, **incorporating** Science Olympiad into classroom **curriculum**, and attending teacher-training **institutes**.

America's Most Exciting Science Competition

Imagine 5,000 people cheering for a high school junior who designed a robot that could play **billiards**. Imagine an academic **pep rally**, with the mayor of your town sending off a bus load of 13-year-old chemists, **geologists**, and **astrophysicists** in a **confetti-filled** parade. Imagine a girl getting a chance to meet with the head of the Centers for Disease Control and Prevention, an astronaut, a famous **pediatric neurosurgeon**, or a U.S. president. Imagine Science Olympiad.

SCIENCE OLYMPIAD
Exploring the World of Science

Reading Strategy

Distinguish Fact From Opinion Would you label this heading a fact or an opinion? How do you know?

Reading Check

1. **Recall details** What are the three goals of the Science Olympiad?
2. **Speculate** If you could meet any of the people mentioned in the reading, who would you want to meet, and why?

non-profit dedicated to serving others without earning money for its owners
K–12 kindergarten through grade 12
incorporating including
institutes sessions, programs
billiards variation on the game of pool
pep rally assembly to build enthusiasm among students
geologists scientists who study the Earth's development
astrophysicists scientists who study stars, planets, and their behavior
confetti-filled covered with tiny pieces of colored paper
pediatric neurosurgeon doctor who performs brain surgery on children and babies

Writing Connection

Propaganda Explain to students that *propaganda* is written to make people agree with its opinions. Propaganda can seem to contain facts. Propaganda uses judgment words, such as *best, most important,* etc. Explain that readers should think about the source of information. Ask students to think of reasons that a person or group may use propaganda.

Listening and Speaking Strategies

Powerful opening sentence Read the first sentences of the article "Science Olympiad." Point out that the author begins with a powerful statement. The reader wants to continue reading. Have students suggest other powerful statements to begin this article. Some examples include: *Have you ever wished you could stay forever at a fair? What a day we had at the Science Fair!*

Unit 6 • Chapter 2
Reading 1: Content

Read the Selection

- CD 4, Track 4 (optional)
- **Instructional Routine for Reading** page Txxvi
- **Teacher Resources:** English-Spanish Cognates/False Cognates
- **Prereading** ***Say:*** *Look at page 393. What is the title?* (Science Olympiad) *What is in the blue box?* (It is the mission statement for the Science Olympiad.) *What is the subheading of the article?* (America's Most Exciting Science Competition)
- **Guided reading** Lead the reading for page 393 and monitor comprehension of the text.
- **Interpret the image** ***Say:*** *Look at the Science Olympiad logo, or symbol. What symbol does it feature?* (a map of the world) *Why is this a good symbol for the Science Olympiad?* (It shows that people from all over the world come to the Olympiad.)
- **Text elements** Draw attention to the *mission statement.* ***Ask:*** *How does this help you understand the Science Olympiad?* (The statement tells why the competition exists.)
- **Grammar preview** ***Say:*** *If the writer had used the passive voice to start the article, it would be much less effective. Here's how it would sound: "A high school junior was cheered for designing a robot. A bus load of chemists were sent by the mayor. An astronaut was met by a girl."* Explain that the active voice is a stronger construction because active voice shows a subject *doing* something.
- **Clarify text** Tell students that the Centers for Disease Control and Prevention is a government organization that works to prevent disease and promote good health.

Reading Fluency

CD Assisted Reading "Science Olympiad," paragraphs 2–4

Reading Strategy

Summarize Ask students to restate in their own words the difference between a fact and opinion. Sample: *A fact is something that can be proven. An opinion is an idea controlled by an emotion or feeling but not by provable facts.*

Reading Strategy Answer
An opinion (most exciting cannot be proven).

Reading Check Answers
1. The three goals are "improving the quality of K-12 science education; increasing male, female, and minority interest in science; and providing recognition for outstanding achievement by both students and teachers."
2. Answers will vary Sample answer: Dan Jundanian because he seems like he would encourage me to succeed.

Read the Selection

- **Simplify sentences** Break sentences into clauses. Have students find the subject and verb of each clause.
- **Guided reading** Lead the reading for page 394 and monitor comprehension of the text.
- **Interpret the images** ***Ask:*** *What is the boy doing in the picture?* (He is preparing to launch a rocket.) *How does this relate to the Science Olympiad?* (Launching a rocket could be a science experiment in the Science Olympiad.)
- **Where in the world?** Give extra credit to any student who recognizes a vocabulary word anywhere outside of the vocabulary exercises. To get one point, the student has to write down the word, what it means, and where he or she heard it. Students can listen for the word in spoken speech or look for it in other books they read.

g Strategy

fact from opinion Work with students to simplify sentences so that meaning is clear.

Reading Strategy Sample Answer
One fact in the paragraph is "Currently, Science Olympiad has members in all 50 states and Canada, [illegible] than 14,500 actively participating K-12 schools." It is a statement that can be proven by [illegible]piad

An Alternative to Science Fairs

Reading Strategy

Distinguish Fact From Opinion **Locate** a fact in this paragraph. How do you know it is a fact?

[3] Fulfilling a desire to bring excitement to science competitions, Science Olympiad was founded in 1983 by educators Dr. Gerard J. Putz and John C. Cairns. After successful **tournaments** were held in Michigan and Delaware, the program began to attract interest from school districts all around the country. What began as a **grassroots** **assembly** of science educators has now become one of the **premier** science competitions in the nation. Currently, Science Olympiad has members in all 50 states and Canada, totaling more than 14,500 actively participating K–12 schools.

[4] At the competitive level, elementary, middle, and high school students with a **knack** for science have a chance to excel outside of the classroom. Secondary teams advancing to state and national **tournaments** are celebrated at pep rallies, travel to major universities, make new friends, and experience what it's like to be a star in the community, all without throwing, catching, or hitting a ball. One of Science Olympiad's most important goals is to bring academic competition to the same level of recognition and praise normally **reserved** for athletic competitions in this country.



Bottle Rocket is one of the most popular events in the Science Olympiad.

grassroots local
premier highest-quality
knack special talent or ability
reserved set aside, kept for a special purpose

Differentiated Instruction • Reading Comprehension

Scaffolding

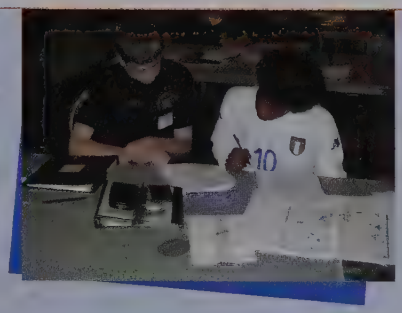
Ask questions to clarify meaning:

Why did the founders decide to start the competition? (They wanted to add excitement to science competitions.) *How many schools participate in the competition?* (more than 14,500) *What ages are the competitors?* (They are elementary, middle, and high school students.)

Extension

The author compares the Science Olympiad to sports competitions. Have students complete a **Venn Diagram** to show the similarities and differences.

(Possible answers: Similarities: *competitive, exciting, involves kids, celebrated with pep rallies, participants travel to compete, kids become stars in their communities.* Differences: *Science Olympiad competitors have a knack for science. Sports competitors are good at throwing balls and athletic performance.*)



The Nuts and Bolts of Competition

5 Much like a football or soccer team, Science Olympiad teams prepare throughout the year for **tournaments**. Some have paid coaches, some have volunteers; most practice every week, some practice every day. Each team is allowed to bring 15 students who may participate in one or all of the events within a **division**.

6 Science Olympiad competitions are like academic **track meets**, consisting of a series of 23 individual and team events. Each year, events are updated to reflect the ever-changing nature of the latest advances in biology, earth science, chemistry, physics, computers, astronomy, engineering, and technology. By combining events from all **disciplines**, Science Olympiad encourages a wide **cross-section** of students to participate. Emphasis is placed on active, hands-on, group participation. Through the Olympiad, students, teachers, coaches, principals, business leaders, and parents bond together and work toward a shared goal.

7 Teamwork is a required skill in most scientific careers today, and Science Olympiad encourages group learning by designing events that **forge** alliances. In "Bridge Building," an engineering **whiz** and a kid from wood shop can become gold medalists. Similarly, a talented builder and a student with a good scientific vocabulary can excel in "Write It, Do It." Science Olympiad seeks to shatter the **isolated** scientist stereotype.

Reading Strategy

Distinguish Fact From Opinion Is each sentence in this paragraph a fact or an opinion? How do you know?

Reading Check

1. **Recall details** How many individual and team events are held at each Science Olympiad?
2. **Draw conclusions** Why does Science Olympiad keep its events up-to-date?

division section of a larger group
track meets competitions involving running and field games
disciplines areas of study
cross-section variety; sample that includes some of each kind
forge make or create by effort
whiz person with talent
isolated alone, separated from others

Unit 6 • Chapter 2 Reading 1: Content

Read the Selection

- **Guided reading** Lead the reading for page 395 and monitor comprehension of the text.
- **Identify the structural features** Point out the heading on page 395. ***Say:*** *The heading is the main idea of the section.* ***Ask:*** *What details does the author include to support the main idea?* (The author explains how many competitions there are, who participates, and how teams are set up.)
- **Interpret the image** Draw students' attention to the image. ***Say:*** *What does the text say about teams working together?* (The text says that students with different strengths make good teams.) *How does the photo help you to imagine the competition?* (The map, paper, calculator, and notebooks show that the competition emphasizes intellectual strengths.)

Reading Strategy

Distinguish fact from opinion Remind students that opinions cannot be proven by facts or evidence.

Reading Strategy Answer
Each sentence can be proven through evidence. There are no opinion words or statements.

Reading Check Answers
1. There are 23 individual and team events at each Science Olympiad.
2. Science Olympiad keeps their events up-to-date because there are new developments in science every year.

Writing Strategies

Write for a purpose Have students write a press release about a student who has won a Science Olympiad competition. Tell them to invent facts and details based on the information in the newspaper article. Remind students that a press release must have a title, a contact name and address, as well as the facts about the competition. A press release may include details that explain why the event is important.

Grouping Strategies

Share personal experience ***Say:*** *The article says that many students work better in groups. Try working with a partner to read this article. Then tell about your experience.* Group students into pairs. Have them read the article and answer questions. ***Ask:*** *Was it easier with a partner? How did it help you do better?* Encourage students to give details and evidence to support their opinions.

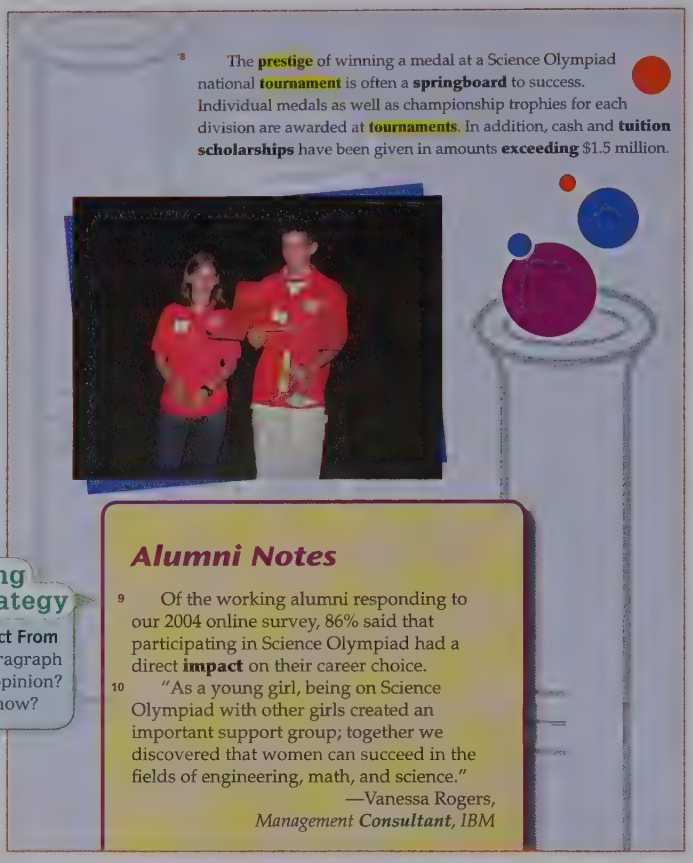
Read the Selection

- **Vocabulary development** Write challenging words on the board and explain their meaning.
  championship: a final competition or tournament to find the highest winner
  trophy: a winner's prize or award
  alumni: people who used to attend a school or program
- **Guided reading** Lead the reading for page 396 and monitor comprehension of the text.
- **Interpret the image** Point to the image on the page. ***Ask:*** *How old are the students in the picture?* (probably high school age) *What are they holding?* (They are holding their experiment for the Olympiad.) ***Ask:*** *Have you ever been a member of a team? What kind of team was it?* (sports, science, math)
- **Critical thinking** Ask students if something is always a fact if it is a number. (Some will say yes.) ***Ask:*** *Is it possible that numbers are not always true?* (Yes) *In what cases?* (when the numbers are wrong, when someone is trying to change the truth) *How can we be sure that something is a true fact?* (We should check that information comes from a reliable or trustworthy source.) Have students bring in examples of percentages from the newspaper that seem to be true. Have the class discuss which are true fact and which seem to be opinion.

Reading Strategy

Distinguish fact from opinion ***Ask:*** *Are you able to prove the statement with facts and details?*

Reading Strategy Answer
Science Olympiad would be able to [illegible] survey results.



[8] The **prestige** of winning a medal at a Science Olympiad national **tournament** is often a **springboard** to success. Individual medals as well as championship trophies for each division are awarded at **tournaments**. In addition, cash and **tuition scholarships** have been given in amounts **exceeding** $1.5 million.

Reading Strategy
Distinguish Fact From Opinion Is paragraph 9 a fact or an opinion? How do you know?

Alumni Notes

[9] Of the working alumni responding to our 2004 online survey, 86% said that participating in Science Olympiad had a direct **impact** on their career choice.

[10] "As a young girl, being on Science Olympiad with other girls created an important support group; together we discovered that women can succeed in the fields of engineering, math, and science."

—Vanessa Rogers,
Management ***Consultant****, IBM*

springboard something that leads to another action
tuition scholarships gifts of money to be used to pay for college courses
exceeding greater than
impact effect
consultant person paid to advise or guide others

Differentiated Instruction • Reading Comprehension

Scaffolding
Point out the quotation and the name in the Alumni Notes box. ***Say:*** *The quotation marks show that these are someone's exact words. The line below the quotation tells who the speaker is.* ***Ask:*** *What job does the speaker hold?* (She is a management consultant at IBM.)

Extension
Have proficient readers review the paragraphs of the newspaper article and identify the most important points. Remind students that the points may not be stated directly. Some must be inferred from details in the paragraph. Have students write the important points and share them with the class.

He's Teacher, Student, and Cheerleader

"Mr. J," Troy Olympiad adviser, can't get enough of passing on knowledge.

by Eric Carpenter



Troy High School science teacher Dan Jundanian

This newspaper article tells about a teacher who coaches his students in the Science Olympiad that you just read about.

FULLERTON Dan Jundanian's heart raced. He nearly fell off the edge of his seat.

And when the announcement came Saturday night that the students on his Troy High School Science Olympiad team had **captured** the national title, he leapt from his chair to offer congratulations.

Seeing his students succeed never gets old for Jundanian.

The silver-bearded biology teacher simply known as "Mr. J" has led a team from Troy to the National Science Olympiad for nine straight years. They've won five times—more than any other school in the 20-year history of the competition testing students' biology, chemistry, and **engineering** skills.

"Every year, I get attached. I see the hundreds of hours the kids spend preparing, and I want them to experience the thrill of a national championship," he said. "Knowing that I played some part in helping them get to that . . . How can that ever be **old hat**?"

Jundanian, 59, **scouts** his classes for team members. Throughout the school year, he stays late for after-school study sessions. At the **tournament**, he's part technical adviser, part cheerleader.

His enthusiasm for science is **contagious**. He's been teaching biology at Troy since 1969.

captured caught, took hold of
engineering science of building structures
old hat boring
scouts searches
contagious able to spread from one person to the next

Reading Strategy

Distinguish Fact From Opinion Find an opinion on this page. How do you know it is an opinion?

Reading Check

1. **Recall details** What made Dan Jundanian leap off of his chair?
2. **Explain** How is Jundanian "part technical adviser, part cheerleader"?

Cultural Connection

Make inferences Discuss the role of women in science. ***Ask:*** *What does the quotation say about what people think of women in science?* (The speaker says she did not think that women could succeed in science jobs.) Ask students to think about their assumptions about women, men, the elderly. Ask students if these assumptions are based on facts.

Writing Strategies

State an opinion Challenge students to state an opinion about the Science Olympiad. Have them write a paragraph stating their opinion and supporting it with facts and details from the article. Remind students to write in their own words.

Read the Selection

- **Identify structure** Point out that a new reading begins on page 397. ***Ask:*** *What is the title?* (He's Teacher, Student, and Cheerleader) *What is the subtitle?* ("Mr. J," Troy Olympiad advisor, can't get enough of passing on knowledge.) *Who is the author?* (Eric Carpenter) *In what city is the article written?* (Fullerton)
- **Figurative language** Idioms are a type of figurative language. The phrases "to get attached" to something and "old hat" are idioms. To get attached to something means "to become emotionally dependent upon." Something that is "old hat" is boringly familiar.
- **Guided reading** Lead the reading for page 397 and monitor comprehension of the text.
- **Interpret the image** ***Say:*** *The photo shows the subject of the article.* ***Ask:*** *What details in the picture help you understand how Mr. J's students feel about him?* (The students are clapping and cheering. Mr. J looks happy with his hands raised.)

Reading Fluency

Echo Reading "He's Teacher, Student and Cheerleader," paragraphs 1–7

Reading Strategy

Distinguish fact from opinion Remind students that they are looking for sentences that can be proven or confirmed.

Reading Strategy Sample Answer
An opinion on this page is "His enthusiasm for science is contagious." It is an opinion because it is a judgment that cannot be proven.

Reading Check Answers
1. Jundanian heard the news that his team won the national title.
2. Jundanian teaches the students what they need to know to succeed, but he also encourages them and is very enthusiastic.

Read the Selection

- **Ask questions** Ask questions to confirm comprehension: ***Ask:*** *Where did Mr. J grow up?* (in Ohio and later in California) *What does Mr. J put in his classroom?* (all kinds of information about biology) *What did Mr. J want to be when he went to college?* (He wanted to be a park ranger.)
- **Guided reading** Lead the reading for page 398 and monitor comprehension of the text.
- **Interpret the image** ***Say:*** *Mr. J says that he wants his students to be looking at some kind of biology at all times.* ***Ask:*** *What kind of things in the picture are types of biology?* (a picture of snakes, the periodic table, a poster about the human genome, animals under lights, pictures of animals)

Reading Strategy

...sh fact from opinion Explain that people can be telling facts when they describe how they felt. After all, they are experts on their own feeling...

...g Strategy Answer
...ragraph contains personal information, ... Jundanian or his mother can prove ...

He still enjoys teaching because, he said, he's still learning.

"I'm always reading, discovering new things, and I can't wait to pass it along to my students."

Jundanian's classroom is packed with reminders of his discoveries. The walls are lined with butterflies and bugs he's collected over the years. ... A live African bullfrog and a California king snake rest in cages next to students.

"If they're not looking at me, I at least want them to be looking at some kind of biology all the time," he said. "I want to spark their interest."

Jundanian's passion for science was sparked as a kid in Ohio. He spent hours **scouring** fields and river banks for insects, lizards, fish, and snakes. As long as he kept his **creepy crawlers** in the garage, his mother didn't mind. ...

From those early experiences, his excitement for science continued into high school, when his family moved to California.

He chose to **major** in biology at California State University, Fullerton, with the hope of someday becoming a national park **ranger**. But soon his ambition changed to teaching. He came from a family of teachers. His dad was a math instructor.

Reading Strategy
Distinguish Fact From Opinion Is the information in this paragraph fact or opinion? Explain your response.



scouring searching a place thoroughly
creepy crawlers (slang) bugs or rodents that crawl or slither
major to study as one's main field in college
ranger official who watches over and cares for a park

Differentiated Instruction • Reading Comprehension

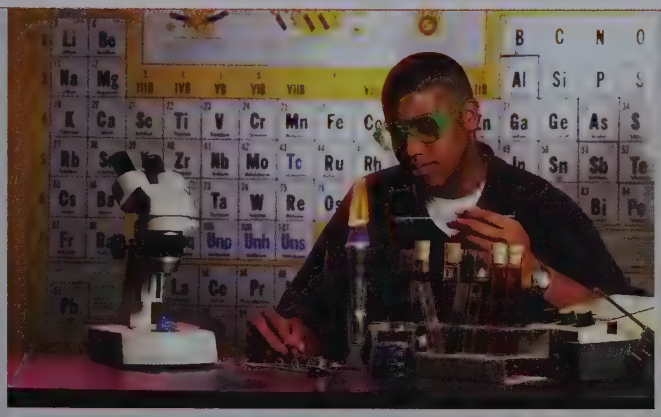
Scaffolding

Tell students that Mr. Jundanian is called "Mr. J" by his students. ***Say:*** *Sometimes, when someone has a long or difficult name to pronounce, people shorten the name to an initial, like Mr. J. It is not disrespectful if you know the person well and he or she does not mind it. In fact, it's considered affectionate.*

Extension

Discuss the character of Mr. J. Distribute a **Three-Column Chart** *and have students write these headings:* Column 1: *What Mr. J. says about himself;* Column 2: *What Mr. J. does;* Column 3: *What others say about Mr. J.*

After filling out the chart, have students write a general statement about Mr. J's character.



Jundanian enjoys sharing his passion for learning. ...

He found a job at Troy High, across the street from the university. When the school's attendance **boundary** started to shrink in the early 1980s, administrators made Troy a "science **magnet**," focusing the **curriculum** on math, science, and computer technology. Before long, Troy was attracting students from four counties.

"The students are learning at a higher level each year," Jundanian said. "They are constantly challenging us to stay current."

He has **re-enrolled** in several university classes and is always reading textbooks and new studies to keep up-to-date.

Jundanian and fellow teacher Kurt Wahl started the Science Olympiad team in 1987 to challenge the brightest science students. By 1994, they had won the state **tournament**. In 1996, they captured their first national title.

At this year's **tournament**, Jundanian ran into a former student, Mark Rudner, who is finishing an engineering degree at Caltech.

"He was telling me about the projects he was working on and, I'll say it, I had no idea what he was talking about," Jundanian said, laughing.

"Some of these kids move way past me. I'm just happy knowing I helped them get there."

Reading Strategy

Distinguish Fact From Opinion Locate one fact in this paragraph.

Reading Check

1. **Recall details** Who is Mark Rudner?
2. **Draw conclusions** Do you think Jundanian is proud of his students? How do you know?

boundary limit
magnet school with a specialized curriculum
re-enrolled entered again

Read the Selection

- **Guided reading** Lead the reading for page 399 and monitor comprehension of the text.
- **Interpret the image** ***Ask:*** *How does the picture help you understand what Mr. J does with his students?* (The image shows that the students do experiments that involve high tech scientific equipment.)
- **Clarify text** ***Ask:*** *Why did Troy High School start attracting students from four counties?* (Troy became a magnet school with a science curriculum.) *How many years passed before Troy High won a Science Olympiad?* (9 years)

Reading Strategy

Cite the text Remind students that dates and places can be proven by old records.

Reading Strategy Sample Answera
Jundanian and Wahl started the team in 1987. By 1994, they had won the state tournament. They won their first national title in 1996.

Reading Check Answers
1. Mark Rudner is a former student, now an engineering student at Caltech.
2. Sample answer: Jundanian is proud of his students. He is thrilled by their success, and happy to see that they are still learning after they leave Troy High School.

Writing Strategies

Point out that Mr. J enjoys working with students and learning about biology. ***Say:*** *Mr. J is a real person who lives in Fullerton, California.* ***Ask:*** *What would you like to ask him?* Have students write a letter with their questions to Mr. J. Make sure that students use correct format for letter writing.

Home Connection

Reread paragraph 10. Point out how the objects show Mr. J's interests. Have students make their own list of objects. Have them list items in their rooms at home that show their interests. Discuss their lists and ask them to explain how each item shows an interest.

Apply the Reading Strategy

Distinguish Fact From Opinion

Application Have students work in pairs to fill in the fact and opinion chart. Check students' progress to confirm comprehension.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Instructional Routine for Vocabulary
Txxx

Teacher Resources: Graphic Organizers: Squares, Vocabulary Log

Word Connections

factor *(influence, circumstance, component, consideration, element)*
resource *(supply, capability)*

Teach students to use a **Word Squares** graphic organizer to explore word connections. Have students write the key word, its synonyms, its part of speech, and a sample sentence with context clues in each quadrant of the Word Square. Students should complete a Word Square for each Academic Vocabulary word.

Clarify ten A dictionary is resource book. So are an atlas and an encyclopedia. Point to the pictures in the chart. ***Say:*** *What kind of book is the girl using at the library?* (She is looking at a resource book, such as a dictionary, atlas, or encyclopedia.)

Academic Vocabulary Sample Answers
Meeting new friends was the factor that made me camp. The natural resources were clean lake, and a pine forest.

Checkpoint Sample Answers
guidance counselors are strong success of many students.
he card catalogue and the computers are helpful

After Reading 1

Apply the Reading Strategy

Distinguish Fact from Opinion

Now that you have read "Science Olympiad" and "He's Teacher, Student, and Cheerleader," you are ready to complete the Reading Strategy chart.

1. Review the **Reading Strategy** on page 391 and copy the chart.
2. Look back at the reading. **Locate** statements of fact and opinion. Then complete the chart below to help you to **distinguish** facts from opinions.

Facts	Proof	Opinions	Clues
Science Olympiad is a national non-profit organization	You can look the organization up on the Internet.	It is America's most exciting science competition.	"Most exciting" cannot be proven, and is something people might disagree about.

Academic Vocabulary

Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
factor *noun*	someone or something that actively contributes to a result	Anna's speed was the biggest **factor** in our win at last week's soccer game.	
resource *noun*	a supply of support, money, knowledge, or anything needed	The donated money gives the university the **resources** it needs to build a new library.	

Draw a picture and write a sentence for each word.

Checkpoint

1. Identify one person who is a **factor** in your success at school.
2. Name a **resource** at your library that is helpful to students.

Vocabulary Log

Differentiated Instruction • Reading Comprehension

Scaffolding

Reinforce the importance of resources and how to use them by showing reference books. Mention that a librarian or an expert can also be a resource. Make a board list of resources student could use to write about their town.

Extension

Have students review the headings in both newspaper articles in this section. Have them identify resources mentioned in the articles. Discuss how each resource was used by the people in the article.

Reading Comprehension Questions

Think and Discuss

1. **Recall details** Students in what grade levels compete in the Science Olympiad?
2. **Recall details** What **resources** does Jundanian use to keep his science knowledge up-to-date?
3. **Summarize** Summarize the two readings using the Key Vocabulary words on page 390.
4. **Draw conclusions** Do you think teachers are an important **factor** in the teams' successes? Explain your answer.
5. **Make a judgment** Do you think Troy High School's success should be featured in the Science Olympiad brochure? Why or why not?
6. **Revisit the Reading Focus Questions** Go back to page 392 and discuss the questions.

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Text Elements

Purpose and Audience

Every piece of writing has a **purpose** and an **audience** for whom it is written. The purpose is the goal the author has for writing. Some purposes, or goals, are to entertain, to inform, or to persuade. The audience is the group of readers the author is writing for. Authors know whether their readers are young or old, new to the book's subject matter or experts on the topic. Knowing the purpose and audience helps writers determine what they write about—or the focus—and how they write it.

Reading 1 includes a brochure and a newspaper article that both focus on the Science Olympiad competition. Each of these has its own purpose and audience. For each of the reading selections below, name the purpose and the audience.

Title	Purpose	Audience
Science Olympiad		
He's Teacher, Student, and Cheerleader		

Checkpoint

1. Name the different **purposes** a piece of writing can have.
2. How do the purpose and the **audience** relate to the focus of a selection?

Workbook page 253 | Independent Practice CD-ROM/Online

Writing Strategies

Author's purpose Write the following words on the board: *entertain, inform, describe, persuade.* Give examples of several types of writing and have students tell the purpose of each.
a poem (entertain)
a textbook (inform)
a speech (persuade)
an advertisement (describe)
Have students add other items to this list.

Math Connection

Connect Write *Olympics* on the board. ***Ask:*** *What are the Olympics?* (The Olympics are an athletic event when many countries in the world send their best athletes to compete against each other.) ***Ask:*** *How often do the Olympics take place?* (every 4 years) Remind students that the Winter and Summer Olympics alternate every 2 years. Have students calculate what years the Olympics have taken place. ***Ask:*** *The Summer Olympics took place in 1992. Calculate all the years that they've taken place since.* (1996, 2000, 2004, etc.) *The Winter Olympics took place in 1994. Calculate all the years they've taken place since then.* (1998, 2002, 2006, etc.) Have students work in groups to make this a competition.

Unit 6 • Chapter 2 After Reading 1

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading page Txxvi

Clarify Review questions with students. Review information they may have missed.

Reading Comprehension Answers
Question-Answer Relationships (QAR)
"Right There"
1. Students in elementary, middle, and high school have competed in the Science Olympiad.
2. Jundanian went back to school and he reads to keep his knowledge fresh.

"Think and Search"
3. Answers will vary. Student summaries should include main ideas and use Key Vocabulary words.

"Author and You"
4. Answers will vary. The teachers' enthusiasm for their students' involvement in science is an important factor in the team's success.

"On Your Own"
5. Answers will vary. Sample answer: Troy's success could be featured in the brochure as the team with the most wins. Many schools may be motivated to break Troy's winning streak.

Revisit the Reading Focus Questions
6. See sample answers on page 392.

Text Elements

Purpose and Audience

Clarify and explain Explain how a piece of writing should change depending on who its audience is. ***Say:*** *Suppose "He's Teacher, Student, and Cheerleader" had been written for Mr. J's own students. It would not need to include details about where he works or what is in his classroom. Before you start to write, think about your audience. What do they already know and what would interest them?*

Reading Fluency

Reading Words in Chunks Text Element

Text Elements Answers
"Science Olympiad": Purpose: To inform; to tell why the Science Olympiad has changed the way kids learn science. Audience: Students interested in competing in a science contest, or teachers who want to do something like the Science Olympiad in their schools.
"He's a Teacher, Student, and Cheerleader": Purpose: To bring attention to a special teacher who works very hard for his students; Audience: The people who live in Orange County, California.

Checkpoint Answers
1. The different purposes are to entertain, to inform, or to persuade.
2. Knowing the purpose and the audience helps writers determine their focus, or the subject of their writing.

Bridging Readings 1 and 2

Say: Reading 1 included a brochure and a newspaper article. The author wrote to inform the reader. Reading 2 is fictional, but it focuses on a historical situation.

About the Reading

This selection is an excerpt from a historical novel about Harriet Tubman.

Build Background

The Underground Railroad

Teach *Say: The Underground Railroad was not a real railroad with trains or tracks. It was an organized route of safe hiding places for slaves escaping from the South.*

...ding Fluency

...Reading Build Background

...lary From the Reading

Use Context Clues to Determine Meaning

...l Routine for Vocabulary

...sources: Word Web, Vocabulary

...ctions

dis...ed *(cluttered, muddled, rumpled)*
dis...d *(bothered, depressed, dismay)*
incentive *(bait, influence, motive, temptation)*
pur...e *(chase, hound, stalk, track, trail)*
sh...er *(cover, haven, refuge, retreat, tower)*

Have students use a **Word Web** to understand the Word Connections.

...r Think-Aloud *Say: I remember new words better if I put them into sentences. For example,* Every person should *have shelter* when it's cold. I felt *discouraged* when I didn't win.

...y From the Reading Sample

...d didn't think they would win again
...orn shirt, dirty pants, messy hair
...eded cheering to finish the marathon
...keep in her sight, follow
shelter: to keep out of the rain

Checkpoint Sample Answers

1. In a disheveled room, things are out of place. Clothes and books are everywhere, the curtains are ...rowded, and the bed is not made.
2. Some people need the smell of coffee and breakfast ...g to get out of bed. Others need to know that they have to be somewhere on time, and they are ...ably running late.

Harriet Tubman: Conductor on the Underground Railroad



Portrait of Harriet Tubman

About the Reading

In "He's Teacher, Student, and Cheerleader," you read about a man who led his students to academic success. In this selection, you will read about a woman who led people from slavery to freedom.

Build Background

The Underground Railroad

Harriet Tubman was born into slavery in the early 1820s, and she escaped from her plantation master in 1849. Some accounts say that she led approximately 300 slaves along the Underground Railroad. The Underground Railroad was a pathway of safe houses that stretched from the southern United States to Canada. In these places, a runaway slave could rest, eat, and hide from bounty hunters, people paid to return escaped slaves to their masters in the South. With Tubman's help, escaped slaves passed through cities such as Camden, Delaware; Philadelphia, Pennsylvania; and Rochester, New York.

Key Vocabulary

- discouraged
- disheveled
- incentive
- pursue
- shelter

Vocabulary From the Reading

Use Context Clues to Determine Meaning

Use the information in each sentence to determine the meaning of the **highlighted** word.

1. After the team lost, they felt **discouraged**. They didn't think they would be able to win any more games.
2. After a long day of working on the farm, Joey came home **disheveled**. His shirt was torn, his pants were dirty, and his hair was a mess.
3. Maura saw her friends cheering her on, and even though she was tired, it was the **incentive** she needed to finish the marathon.
4. The mother hen **pursues** her chicks as they run into the field. She will not let any of them run too far from her.
5. When my sister and I arrived home, we realized we had lost our keys. It was raining, so we looked for **shelter** until our mother came home.

Checkpoint

1. Describe a **disheveled** room.
2. What **incentive** do you need to get up early on a Saturday morning?

Vocabulary Log
Workbook page 254
Independent Practice CD-ROM/Online

Differentiated Instruction • Text Genre

Scaffolding

Use a map to help clarify background information about the selection. Point out the Southern states where slavery was legal. Point out the cities mentioned in the text, *Camden, Delaware; Philadelphia, Pennsylvania; and Rochester, New York.* Remind students that the railroad was a secret path, not an actual railroad.

Extension

Have students do some research on the Underground Railroad. Discuss keywords that might be used to make an Internet search. Possibilities include Underground Railroad, Harriet Tubman, American slavery, and so on.

Reading Strategy

Recognize Imagery

Writers choose specific words that help readers form mental pictures. This is called **imagery.** Imagery helps you to imagine the sights, sounds, feel, smell, and taste of things in the reading. Through the use of imagery, writers create emotion and mood.

As you read, note words and phrases that relate to the senses and help you see, hear, feel, smell, and taste.

Sight: *clear night when the North Star was visible*

Text Genre

Historical Novel

Historical novels tell the stories of specific people and events in history. They contain details that reflect that time period, for example, the way people dressed, spoke, traveled, and ate. Historical novels have the following features:

Historical Novel	
plot	the action of the story
historical setting	where and when a story takes place
historical details	every aspect of life in another time period, such as the way people lived, how they behaved, and what they wore

Meet the Author



Ann Petry was born in 1908. At a time when few African-American women were professional writers, Petry published a number of books. Petry lectured and wrote until her death in 1997.

Reading Focus Questions

As you read, think about these questions.

1. How does *Harriet Tubman: Conductor on the Underground Railroad* relate to the theme of leadership?
2. Why do you think Petry chose Tubman as her subject?
3. In what ways was Tubman an unlikely leader in her day?

Checkpoint

1. What is **imagery**?
2. Write four words that could help the reader imagine a hot day.

Workbook pages 255–256

Independent Practice CD-ROM/Online

Social Studies Connection

Explain symbols Tell students that most enslaved Africans could not read. They used song lyrics to keep information up to date. Many of their songs give instructions for escaping from slavery. One example is "Follow the Drinking Gourd." The Drinking Gourd is the Big Dipper, a constellation that includes the North Star. By walking toward the North Star, an escaping slave would eventually reach Canada where there was no slavery.

Classroom Management

Asking questions Since this selection involves racial differences and could involve bias, use caution when asking questions. Allow students to pass on a question. Encourage students to share only what they are comfortable with.

Unit 6 • Chapter 2 Before Reading 2

Reading Strategy

Recognize Imagery

Model the reading strategy ***Say:*** *I will name an object and you tell me what senses it appeals to: chocolate* (taste, smell), *puppy* (sight, touch, hearing), *apple* (taste, touch, sight), *flower* (smell, sight, touch).

Text Genre

Historical Novel

Identify genre characteristics ***Say:*** *Historical novels are based on real events in history. However, they contain characters or events that the author makes up. There really was a Harriet Tubman. However, the author makes up dialogue and events to make the story come alive.*

Meet the Author

Ann Petry

Background information Point out to students that Ann Petry was an African-American woman who lived through the civil rights era in America. Her subjects are often female slaves. She works to make her characters come alive for the reader.

Reading Focus Questions

Preview Explain that students should think about the Reading Focus Questions as they read Harriet *Tubman: Conductor on the Underground Railroad.* They will revisit the questions after reading the selection.

Reading Focus Questions Sample Answers

1. Harriet Tubman was a leader who actually risked her own life so that others could have freedom.
2. Tubman saved many slaves' lives and is an important figure in American history, which makes her a worthy subject for a historical novel. Petry may also identify with Tubman as being both a female and African American.
3. When Harriet Tubman was alive, there were few female or African-Americans leaders.

Checkpoint Answers

1. Imagery is the use of specific words that help the reader form mental pictures.
2. Sample answer: sunny, scorching, sticky, and humid.

Harriet Tubman: Conductor on the Underground Railroad, excerpted from the novel *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry. **Student Edition pages:** 404–408; **Description of change:** excerpted portion of novel; **Rationale:** fit, social content

Read the Selection

CD 4, Track 5 (optional)

Instructional Routine for Reading page Txxvi

Teacher Resources: English-Spanish Cognates/False Cognates

- **Prereading** Tell students that this selection focuses on one character, Harriet Tubman. The events described are true, but some details may be made up.
- **Page, paragraph, or pass** Go around the room and have each student read a page, a paragraph, or pass to the next student according to their comfort with the text. Explain that the pass step is for those students not comfortable reading in front of the group.
- **Interpret the image** ***Say:*** *This is a picture of the North Star. What does the author say about this star?* (Harriet Tubman waited for nights when the North Star could be seen.) Explain that slaves had to travel north to escape from slavery.

Fluency

Reading *Harriet Tubman: Conductor on the Underground Railroad*, paragraphs 1–4

Reading Strategy

Recognize Imagery Remind students that the senses are sight, hearing, touching, taste, and smell.

Reading Strategy Answer
It appeals to the sense of sight.

Reading 2
Literature

Harriet Tubman: Conductor on the Underground Railroad

by Ann Petry

1 Along the Eastern Shore of Maryland, in Dorchester County, in Caroline County, the masters kept hearing whispers about the man named Moses, who was running off slaves. At first they did not believe in his existence. The stories about him were fantastic, unbelievable. Yet they watched for him. They offered rewards for his capture.



The North Star

2 They never saw him. Now and then they heard whispered rumors to the effect that he was in the neighborhood. The woods were searched. The roads were watched. There was never anything to indicate his **whereabouts**. But a few days afterward, a **goodly** number of slaves would be gone from the **plantation**. Neither the master nor the **overseer** had heard or seen anything unusual in the **quarter**. Sometimes one or the other would **vaguely** remember having heard a **whippoorwill** call somewhere in the woods, close by, late at night. Though it was the wrong season for whippoorwills . . .

3 Harriet Tubman could have told them that there was far more involved in this matter of running off slaves than signaling the would-be runaways by imitating the call of a whippoorwill, or a hoot owl, far more involved than a matter of waiting for a clear night when the North Star was visible.

Reading Strategy
Recognize Imagery
Which sense does this image appeal to?

4 In December, 1851, when she started out with the band of fugitives that she planned to take to Canada, she had been in the vicinity of the plantation for days, planning the trip, carefully selecting the slaves that she would take with her . . .

whereabouts location
goodly significant
plantation large estate in the South that used slaves for labor
overseer supervisor
quarter area of plantation where slaves lived
vaguely without clarity
whippoorwill small, nighttime bird

404 Unit 6 • Chapter 2

Differentiated Instruction • Reading Comprehension

Scaffolding

Clarify the details in paragraph 1 by asking questions. ***Ask:*** *Who was the "man named Moses?"* (Harriet Tubman) Remind students that Moses was the Biblical leader who led his people out of Egypt. *Was this Moses really running slaves off?* (No, she was helping them to escape.) *Who were the masters?* (They owned the slaves.)

Extension

Have students analyze the setting of the novel. ***Ask:*** *What year do the events take place?* (December 1851) *In what state is the story placed?* (Maryland) *On what kind of land do the slaves live?* (They live on farmland.) *Could the same events occur in another place, such as France or Mexico?* (No, slavery was illegal and you would not escape to Canada.)

5 But there were so many of them this time. She knew moments of doubt when she was half-afraid, and kept looking back over her shoulder, imagining that she heard the sound of pursuit. They would certainly be **pursued**. Eleven of them. Eleven thousand dollars' worth of flesh and bone and muscle that belonged to Maryland planters. If they were caught, the eleven runaways would be whipped and sold South, but she—she would probably be hanged.

6 They tried to sleep during the day but they never could wholly relax into sleep. She could tell by the positions they assumed, by their restless movements. And they walked at night. Their progress was slow. It took them three nights of walking to reach the first stop. She had told them about the place where they would stay, promising warmth and good food, holding these things out to them as an **incentive** to keep going.

7 When she knocked on the door of a farmhouse, a place where she and her **parties** of runaways had always been welcome, always been given **shelter** and plenty to eat, there was no answer. She knocked again, softly. A voice from within said, "Who is it?" There was fear in the voice.

8 She knew instantly from the sound of the voice that there was something wrong. She said, "A friend with friends," the password on the Underground Railroad.

Reading Strategy

Recognize Imagery
Which sense does this image relate to?



Harriet Tubman's home in Auburn, New York

Reading Check

1. **Recall facts** How many slaves does Tubman have with her?
2. **Speculate** Why do you think Tubman's punishment would be worse than the others' if they got caught?

parties groups

Unit 6 • Chapter 2
Reading 2: Literature

Read the Selection

- **Lifting sentences** After reading the page, have students copy sentences from the text that highlight key events in the plot to form a summary of the literature.
- **Interpret the image** ***Ask:*** *What does the caption say about the picture?* (It is Harriet Tubman's house.) Tell students that Tubman lived on this property until the early 1900s. ***Ask:*** *The house looks large and comfortable. How is it different from the way Harriet lives in the selection?* (In the selection, Harriet lives in the woods and sleeps on the ground.)
- **Make inferences** ***Ask:*** *What can you infer about the relationship between Harriet and the people who hide her along the Underground Railroad?* (She has come to their homes before. Some of them change their minds about giving shelter to the slaves because it seems too dangerous.)

Reading Strategy

Recognize imagery Read the last three sentences of paragraph 7 aloud. ***Ask:*** *Harriet and the speaker are whispering. Can they smell, touch, or taste the whispers?*

Reading Strategy Answer
The images in this sentence relate to the sense of hearing.

Reading Check Answers
1. Tubman has 11 slaves with her.
2. Harriet is the leader, and she would be charged with theft. The others are runaways.

Writing Strategies

Analyze the character Draw attention to the differences between Harriet Tubman and the people she leads to freedom. Have students compare and contrast them using details from the text. Use a **Two-Column Chart** to help students organize the evidence they find in the story.

Language Transfer and Interference

Use verb tenses In some languages, the past and the future tenses are indicated solely by time markers such as adverbs and time words rather than changes in the verbs. As students read, have them notice the verb forms in each sentence. Help students see that the story takes place in the past, so the verbs are in the past tense. ***Say:*** *Many past tense verbs use verb helpers. Here are a few examples: had been welcome, would be pursued, were caught.*

Read the Selection

- **Analyze theme** Point out the details about Harriet leading the eleven escapees in paragraph 11. ***Ask:*** *How can you tell that Harriet is a good leader?* (She keeps a balance of hope and fear in the people she leads. She knows this is very dangerous, but she must keep their spirits up.)
- **Echo reading** Read the page for the students, and ask them to reread the section as an echo.
- **Interpret the image** ***Say:*** *This picture shows footsteps in the snow.* ***Ask:*** *How is that part of the story?* (The slaves are walking in snow to reach safety.)
- **Note taking** Ask students to take notes on the images they find while reading. Some students may copy whole sentences from their books. This makes it difficult for students to focus on what the teacher is saying. Provide class time for students to practice taking notes. Encourage students to take notes as if they were writing a telegram. (Model telegram language if necessary.)

Reading Strategy

Recognize Imagery Ask students to look for adjectives and verbs that describe the condition of the runaways.

Strategy Sample Answer
"long," "half-dead for sleep," "tired and hysterical, panic-stricken"

9 The door opened, slowly. The man who stood in the doorway looked at her coldly, looked with **unconcealed astonishment** and fear at the eleven **disheveled** runaways who were standing near her. Then he shouted, "Too many, too many. It's not safe. My place was searched last week. It's not safe!" and slammed the door in her face.

10 She turned away from the house, frowning. She had promised her passengers food and rest and warmth, and instead of that, there would be hunger and cold and more walking over the frozen ground. Somehow she would have to **instill** courage into these eleven people, most of them strangers, would have to feed them on hope and bright dreams of freedom instead of the fried pork and corn bread and milk she had promised them.

Reading Strategy
Recognize Imagery
What descriptive words in paragraph 11 help you form an image of the condition of the runaways?

11 They stumbled along behind her, half-dead for sleep, and she urged them on, though she was as tired and as **discouraged** as they were. She had never been in Canada but she kept painting **wondrous** word pictures of what it would be like. She managed to **dispel** their fear of pursuit, so that they would not become hysterical, panic-stricken. Then she had to bring some of the fear back, so that they would stay awake and keep walking though they drooped with sleep . . .



unconcealed visible, open to view
astonishment surprise
instill to give by example or by teaching
wondrous fantastic, impressive
dispel scatter

Differentiated Instruction • Reading Comprehension

Scaffolding

Explain that it was illegal to help escaping slaves at this time. Read paragraph 9 where the man says his home is not safe. Explain that when people searched his home, they were looking for hidden slaves. If the slaves had been found, they would have been sent back and he would have gone to jail.

Extension

Say: *Authors communicate their purposes through the information in their writing and their organization. Their tone, or attitude, also supports their purpose.* ***Ask:*** *What is the tone of this selection?* (The tone is somber and serious.) *How does it support its purpose?* (The tone helps the reader understand how risky and frightening Harriet Tubman's missions were. The author wants readers to appreciate Tubman's heroism.)

12 That night they reached the next stop—a farm that belonged to a German. She made the runaways take **shelter** behind trees at the edge of the fields before she knocked at the door. She hesitated before she approached the door, thinking, suppose that he, too, should refuse **shelter**, suppose— Then she thought, Lord, I'm going to hold steady on to You and You've got to see me through—and knocked softly.

13 She heard the familiar **guttural** voice say, "Who's there?"

14 She answered quickly, "A friend with friends."

15 He opened the door and greeted her warmly. "How many this time?" he asked.

16 "Eleven," she said and waited, doubting, wondering.

17 He said, "Good. Bring them in."

18 He and his wife fed them in the lamplit kitchen, their faces glowing, as they offered food and more food, urging them to eat, saying there was plenty for everybody, have more milk, have more bread, have more meat . . .

19 Two nights later she was aware that the feet behind her were moving slower and slower. She heard the **irritability** in their voices, knew that soon someone would refuse to go on . . .

Reading Strategy

Recognize Imagery Which senses do these images relate to?



Reading Check

1. **Recall facts** Where does Tubman hide the runaways before knocking on the farmhouse door?
2. **Make inferences** The farmer says, "How many this time?" What do his words suggest about his work with Tubman and the Underground Railroad?
3. **Speculate** Why do you think the man and his wife help the slaves?

guttural spoken deep in the throat
irritability annoyance

Read the Selection

- **Analyze character** In paragraph 12, Harriet doubts her strength, and for a moment, she seems to doubt her mission. ***Ask:*** *What words does the author use to show Harriet's doubt?* (She hesitated before she approached the door.) *What can you tell about Harriet from this part of the story?* (Harriet relies on her faith for strength. The scene shows that even heroes have moments of weakness and question their work.)
- **Choral Reading** Read text aloud along with the students.
- **Interpret the image** ***Say:*** *What scene does the illustration show?* (The German man welcomes Harriet into his home.) *How does the man feel about Harriet?* (He is glad she has come.)

Reading Strategy

Recognize imagery The question refers to the glowing faces and the lamplit room. It also refers to the runaways hungrily eating milk, bread, and meat.

Reading Strategy Answer
The images relate to sight and taste.

Reading Check Answers
1. Tubman hides the slaves behind trees at the edge of the fields.
2. His comment suggests that he and Tubman have met in the past, and that he has housed runaway slaves before this.
3. Answer may vary. Sample answer: The man and his wife help the slaves because they don't believe slavery is fair, and they want to help the slaves reach their freedom.

Arts Connection

Make a mural Draw attention to the image on the page. Have students illustrate a scene that is described but not illustrated in the selection; for example, the escapees waiting behind the bush or being rejected from the first house. Post the illustrations on a bulletin board.

Home Connection

Share the literature Point out that families offering shelter on the Underground Railroad took great risks. Have students share the story with their family members and ask them to react to Tubman's heroism. Invite students to share their family members' reactions. ***Ask:*** *Did anyone share a similar story of helping a person in need? Did anyone have a similar situation of being helped with food or shelter?*

Read the Selection

- **Analyze theme** Point out the details as Harriet leads the 11 escapees in paragraph 20. ***Ask:*** *How can you tell that Harriet is a good leader?* (She explains why they must keep moving. She tells them they must go forward or die. She inspires them to keep moving north.)
- **Understand idiomatic phrases** Read Tubman's quote in paragraph 20. "We got to go free or die. And freedom's not bought with dust."... ***Ask:*** *What do you think Harriet means by "bought with dust"?* (She means that freedom cannot be earned easily and must be worked for.)
- **Silent with support** Students read the page silently, but may turn to partner or group member for help with understanding vocabulary or confusing text. Ask students to stop at designated points to summarize and clarify key events.
- **Interpret the image** ***Say:*** *This photo is a formal portrait of Harriet Tubman.* ***Ask:*** *How does the photo help you with the story details?* (She was short, muscular, serious. This picture shows Ms. Tubman at a happier time when she is in a comfortable environment.)

Reading Strategy

Recognize Imagery Explain that the question is asking students to invent their own imagery to make the scene more real.

Reading Strategy Sample Answer
She was dignified, strong, and serious, despite being small of

20 She tried to explain to them why none of them could go back to the plantation. If a runaway returned, he would turn **traitor,** the master and the overseer would force him to turn traitor. The returned slave would **disclose** the stopping places, the hiding places, the cornstacks they had used with the full knowledge of the owner of the farm, the name of the German farmer who had fed them and sheltered them. These people who had risked their own security to help runaways would be ruined, fined, imprisoned.

21 She said, "We got to go free or die. And freedom's not bought with dust" . . .

Reading Strategy

Recognize Imagery What descriptive words in paragraph 22 help you form a mental picture of Harriet Tubman?

22 She gave the impression of being a short, muscular, **indomitable** woman who could never be defeated. Yet at any moment she was **liable** to be **seized** by one of those curious fits of sleep, which might last for a few minutes or for hours.

23 Even on this trip, she suddenly fell asleep in the woods. The runaways, **ragged,** dirty, hungry, cold, did not steal the gun as they might have, and set off by themselves, or turn back. They sat on the ground near her and waited patiently until she awakened. They had come to trust her **implicitly,** totally. They, too, had come to believe her repeated statement, "We got to go free or die." She was leading them into freedom, and so they waited until she was ready to go on.



traitor person who betrays someone else
disclose tell or show something that was secret
indomitable unstoppable
liable likely
seized grasped
ragged having a worn edge, shabby
implicitly without reservation

Differentiated Instruction • Connect Readings 1 and 2

Scaffolding

Review with students the first selections in the chapter, "Science Olympiad" And "He's Teacher, Student, and Cheerleader." ***Ask:*** *What do you recall about the first reading?* (It was nonfiction, a brochure telling about the competitors at the Science Olympiad.) ***Ask:*** *What do you recall about the second reading?* (It was also nonfiction, a newspaper article about a teacher who mentors students who participate in the Science Olympiad.)

Extension

Say: *Words are only part of our message. Body language is important, too.* ***Ask:*** *What actions and facial expressions do people use to convince others that they are good leaders?* Make a list on the board of the body language of leadership.

After Reading 2

Reading Comprehension Questions

Think and Discuss

1. **Recall details** In what state does this story take place?
2. **Analyze character** What four adjectives would you use to describe Harriet Tubman's character?
3. **Summarize** Summarize this reading using as many Key Vocabulary words as you can.
4. **Speculate** How has the author created a character who is similar to the real Harriet Tubman? Use what you learned about Tubman on page 402 to answer.
5. **Analyze and apply** What positive message does Tubman's story offer to readers today?
6. **Revisit the Reading Focus Questions** Go back to page 403 and discuss the questions.


Workbook page 257


Independent Practice CD-ROM/Online

Spelling

Compound Words


Workbook page 258


Independent Practice CD-ROM/Online

Writing Conventions

Punctuation: Titles of Works


Workbook page 259


Independent Practice CD-ROM/Online

Connect Readings 1 and 2

You have read two readings on the theme of leadership: "Science Olympiad" / "He's Teacher, Student, and Cheerleader" and *Harriet Tubman: Conductor on the Underground Railroad.* Use these activities to make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the genre of each reading?	Which character represents leadership?	Which reading did you enjoy more? Why?
Science Olympiad / **He's Teacher, Student, and Cheerleader**			
Harriet Tubman: Conductor on the Underground Railroad			

2. With a partner, ask and answer these questions.
   a. What leadership qualities do Dan Jundanian and Harriet Tubman share?
   b. What is one message that both selections offer readers?
3. **Revisit the Chapter Focus Question** What can a really good leader teach you? Use examples from the readings.

Listening and Speaking Strategies

Evaluate facts Have students read a biography of Harriet Tubman. Have them use the information from the biography to comment on whether the fictional story depicts Tubman accurately. ***Ask:*** *Why might a fictional story include incorrect details about a real person?* (The details might come from an author's imagination rather than from research.)

Reteach and Reassess

Restate instructions If students have trouble understanding the instructions for the Connect Readings 1 and 2 section, have them read and restate the instructions in their own words. Clarify their understanding of the task.

Reading Comprehension Questions

Think and Discuss

Instructional Routine for Reading
page Txxvi

Work with students to find text that supports their answers in this section.

Reading Comprehension Answers
Question-Answer Relationships (QAR)
"Right There"
1. This excerpt takes place in Maryland.
"Think and Search"
2. Sample answer: strong, determined, unstoppable, and brave.
"Author and You"
3. The runaways were disheveled. They often became discouraged because they were cold and hungry. Ms. Tubman gave them the incentive that freedom was better than slavery. Slave owners pursued people like Ms. Tubman. She found shelter for the runaways on the Underground Railroad.
"On Your Own"
4. Sample answer: Tubman was a former slave, and could understand the desire the slaves had to achieve freedom. She is different because she had the strength to complete this journey many times to help as many slaves as she could.
5. The positive message readers can take from Tubman's story is to believe in yourself and in your worth as a human. It is a message of self-esteem that all readers can relate to.
Revisit the Reading Focus Questions
6. See sample answers on page 403.

Spelling

Students will learn more about spelling compound words on Workbook page 258.

Writing Conventions

Students will learn more about punctuation in titles of works on Workbook page 259.

Connect Readings 1 and 2

Connect to theme ***Say:*** Explain that students should make connections every time they read. Tell students to think about how characters, events, and places in one reading can be similar to those in another reading, and can be different, as well.

Answers
1. "Science Olympiad," "He's Teacher, Student, and Cheerleader": nonfiction (brochure and newspaper article); Mr. Jundanian is the leader; answers will vary.
   Harriet Tubman: Conductor on the Underground Railroad: historical fiction, Harriet Tubman is the leader.
2. a. Jundanian and Tubman are smart, clever, and positive role models for young people. Both encouraged people to take risks.
   b. Both selections encourage readers to stand up for themselves and their talents.
3. See sample answers on page 388.

Listening and Speaking

Role-play an Interview

Instructional Routine for Listening and Speaking page Txlii

Teacher Resources: Rubrics: Rubric for Speaking Assessment

Ask questions ***Say:*** *When you role-play, you take on a character and use the words and actions that your character might do and say.* ***Ask:*** *Can you think of a question you would like to ask Harriet Tubman or one of the escaping slaves?*

Interpret the image Draw attention to the picture of Harriet Tubman and the people she helped. ***Ask:*** *Slavery ended in 1865. Which of the people in this 1900 picture probably would have been with Harriet Tubman in 1865?* (The elderly people. The adults were probably children when they escaped. The young children were not born at the time of their escape.) *What qualities can you see about Ms. Tubman in this photo?* (She is simple, modest, and quiet. She looks like a humble person who worked hard all her life.)

Phrases for Conversation

Asking for Clarification Have students think of times when they have needed to use the phrases listed. Remind students to use the phrases as they conduct their interviews.

Reading Fluency

Listening and Speaking

Listening and Speaking

Role-play an Interview

With a partner, role-play an interview between a modern-day journalist and one of the runaway slaves. When you finish, switch positions.

1. Decide on your roles. One of you will be the interviewer, and the other will be the one being interviewed.
2. JOURNALIST: Create a list of questions to ask your partner. Your interview topics should include:
   a. the slave's decision to run away.
   b. who helped him or her along the way.
   c. the slave's advice to someone facing the decision to stay a slave or to go free.
3. RUNAWAY SLAVE: Listen carefully to each question. Ask the interviewer to explain or clarify any unclear questions. Ask questions in return if necessary.
4. RUNAWAY SLAVE: Answer each question as though you were that person, using "I" and "we" and adding logical details from that person's experiences. Tell the story of your experiences.
5. Switch roles and do the role play again.
6. When you finish, discuss your interviews with the class.

Phrases for Conversation

Asking for Clarification

I'm not sure I understand what you mean.
Could you please clarify what you mean?
Could you please repeat that?



Harriet Tubman (left, holding pan) with slaves she helped, about 1900

Differentiated Instruction • Listening and Speaking

Scaffolding

Discuss interviewing with students. Tell students that interview questions should be respectful. Have them include details to show they have done research for their interview.

Extension

Students may use a **Sunshine Organizer** to plan their questions. Have students create a question beginning with the words *who, what, when, where, why,* and *how.*

Reading Fluency

Rapid Word Recognition

Rapidly recognizing words helps you increase your reading rate. It is an important characteristic of a fluent and accurate reader.

1. With a partner, review the words below.
2. Read the words from left to right aloud for one minute. Use appropriate pacing. Do not read so fast that you cannot pronounce the words correctly. Your partner can time you as you read.
3. How many words did you read in one minute? Count the words and record your results.
4. Compare your results to the results you had on page 311. Did you recognize more words in less time?

announcement	technical	interest	pictures	managed
security	managed	pictures	announcement	interest
security	technical	announcement	managed	security
interest	managed	security	interest	pictures
security	pictures	announcement	technical	managed

Vocabulary Development

Spelling of Derivatives

Many English words are **derived**, or come, from other words—sometimes from words in other languages. These words are called **derivatives**. For example, the derivative *position* comes from the Latin root *pos*, which means "to place or put." When you add prefixes or suffixes to derivatives, like ***re***position, you create a new derivative.

It is important to spell the new word correctly. Many times you will need to delete one or more letters from the original word to make the derivative.

Add the prefix or suffix indicated to each of the words below to form a new derivative. When you finish, check your work with a dictionary.

recognize + *-tion* (the act of taking notice) = recognition

1. capture + *-tive* (one who has been taken by force)
2. compute + *-er* (an electronic device that processes data)
3. *un-* + necessary (not necessary, needless)
4. celebrate + *-tion* (a ceremony that honors someone or something)

Checkpoint

1. What is a **derivative**?
2. What word do you form when you add the prefix *un-* to the word *equal*?

Vocabulary Log | Workbook page 260 | Independent Practice CD-ROM/Online

Language Transfer and Interference

Frequently misspelled words Use the discussion of affixes and spelling to mention frequently misspelled words including the following:

there / they're / their
no / know
its / it's
affect / effect
passed / past
principal / principle
which / witch

Ask if students have discovered any other words that sound similarly, but are spelled differently.

Science Connection

Connect Many English words in science are derived from other languages such as Greek and Latin. Have students use a science textbook and find words that end in "-(t)ion" and "-tive" to add to their Vocabulary Logs. Ask students to underline the root words and look them up in the dictionary to find related word families. (function, information, prediction, question/ descrptive, additive, repetitive, native)

Unit 6 • Chapter 2
After Readings 1 and 2

Reading Fluency

Rapid Word Recognition

Instructional Routine for Reading Fluency page Txxviii

Teacher Resources: Rubrics: Rubric for Oral Reading Fluency

- **Read aloud** Pronounce each word slowly and have students repeat. Point out letters that are silent, such as the *e* in *announcement*, *pictures*, and *managed*.
- **Spelling** Rapid word recognition is an excellent activity for students who struggle with irregular spelling patterns.

Vocabulary Development

Spelling of Derivatives

Instructional Routine for Vocabulary page Txxx

Teacher Resources: Graphic Organizers: Vocabulary Log

- **Identify affixes** Give students more examples of prefixes (*re-*, *un-*, *co-*, *bi-*) and suffixes (*-able*, *-ment*, *-ly*, *-tion*, *-sion*, etc.) Explain that affixes change the meaning of a word. They may also change a word's spelling and its part of speech.
- **Monitor for unknown words** Read the words in the Vocabulary Development exercise aloud to help students with pronunciation.

Reading Fluency

Repeated Reading Vocabulary Development

Vocabulary Development Answers

1. captive
2. computer
3. unnecessary
4. celebration

Checkpoint Answers

1. A derivative is a word, in English, that has come from another language or culture. It can also be a word that has the base of another word with an added prefix or suffix.
2. unequal

Grammar

Avoiding Subject and Verb Shifts in Writing

Instructional Routine for Grammar page Txxxii

- **Preteach** Remind students that the subject of a sentence is a noun. It is the person, place, or thing that does the action in the sentence. A verb is an action word, such as run, jump, or carry.
- **Teach** Point out the two rules. Then give examples with blanks for students to fill in correctly:

Fill in with a consistent subject:
Betty and I walk to school and _____ got there on time. (we)
The students will get an A in class if _____ study hard. (they)
Fill in with a consistent verb:
I was late for school so I ___ all the way from my house. (ran)
The pen leaked on my shirt, so I went to the sink and ___ the ink out. (washed)

- **Practice** Have students read several paragraphs in the chapter selections looking for places where verbs and subjects show consistency. Ask students to find examples and share them with the class.
- **Extend** Have students return to a piece of their own writing from a previous assignment. Have them exchange the writing with a partner and look for shifts in writing. Caution students to make corrections without criticism, since everyone can make mistakes easily.

Grammar Expansion
Students will learn more about using reported speech (direct and indirect quotes) on Workbook page 262.

Practice the Grammar Answers
1. Writing shift: *you;* the subject is "She and the slaves." Correction: *them.*
2. Writing shift: *leave,* the first part of the sentence is in the past tense. Correction: *turned.*
3. Writing shift: *are;* the first part of the sentence is in the past tense. Correction: *were.*
4. Writing shift: *she;* the subject is "The slaves." Correction: *they.*
5. Writing shift: *you;* the subject is "She." Correction: *which*

Use the Grammar Answers
Answers will vary, but should not contain shifts in writing.

Checkpoint Sample Answers
1. Writing shifts are when a writer begins in one point of view, or with one subject and then to another. The reader will not know when the action is taking

Grammar

Avoiding Subject and Verb Shifts in Writing

Use a consistent subject and verb tense within a single sentence to avoid a shift in your writing. If the subject or tense changes, the meaning of the sentence will change.

- Avoid **shifts in subject** by using one subject throughout a sentence. Check pronouns against the subject introduced earlier in the sentence.
  - incorrect: The **passengers** should sit so **you** do not fall while the bus is in motion.
  - correct: The **passengers** should sit so **they** do not fall while the bus is in motion.
- Avoid **shifts in verb tense** by being consistent with the tense you are writing in.
  - incorrect: The girls **laughed** out loud, and then they **walk** away.
  - correct: The girls **laughed** out loud, and then they **walked** away.

Build Your Knowledge
Be sure that you have subject-verb agreement when the subject is compound. For example, The **boy and girl** *walk* to school together everyday.

Grammar Expansion
Reported Speech (Direct and Indirect Quotes)
Workbook page 262 · Independent Practice CD-ROM/Online

Practice the Grammar Tell why the underlined words in the following sentences show shifts in writing. Then change the wrong word or phrase to correct the error.

1. She and the runaway slaves used the Underground Railroad, which led you to the free states and Canada.
2. A runaway herself, she left on the road to freedom with her brothers, who later turn back and leave Tubman on her own.
3. Tubman traveled from farmhouse to farmhouse at night when most people are sleeping.
4. The slaves traveled to the safe houses, where she ate and slept.
5. She believed in equality for everyone, which is why you joined the Union Army during the Civil War.

Use the Grammar Independently Write a paragraph about the Science Olympiad. For each sentence, identify the subject and the verb tense. Make sure that there are no shifts in writing in the sentences.

Workbook page 261 · Independent Practice CD-ROM/Online

Checkpoint
1. In your own words, explain what a **shift in writing** is.
2. How does a shift in verb tense affect the meaning of a sentence?

Differentiated Instruction • Grammar

Scaffolding
Demonstrate how a verb changes if the subject is plural. ***Say:*** *I can say "The boys **carry** the flag." But when only one boy is doing the action, the verb changes: "The boy **carries** the flag." The verb must be plural if the subject is plural.*

Extension
Give examples of verbs and have students provide the parallel form of another verb. Use the regular verbs *walk* and *talk* for consistency. Begin with these examples:
walked (talked)
have walked (have talked)
was walking (was talking)
had been walking (had been talking)
will walk (will talk)

Grammar

Active Voice and Passive Voice

In the **active voice**, a sentence shows an action performed by the subject.

The **wind** *pushed* the little boat.

The **dog** *chased* the squirrel away.

In the **passive voice**, the subject receives the action of the verb. The passive voice uses a form of the helping verb *be* (*is, am, are, was, were*), and what is performing the action is moved toward the end of the sentence. Use the passive voice when the action is more important than who or what is doing the action.

The little **boat** was *pushed* by the wind.

The **squirrel** was *chased* by the dog.

To change a sentence from the passive voice to the active voice, look for what is performing the action. This often follows the word *by*.

The theater was closed **by** the manager. → The manager closed the theater.

In many forms of writing, active voice is preferable to passive voice. The passive voice is less forceful and can make the meaning of the sentence unclear.

Practice the Grammar Change each sentence below from the passive voice to the active. Do not change the meaning of the sentence.

1. The robot was built by the Science Olympiad students.
2. The award was won by the robot team.
3. The winners were chosen by the judges.
4. During the competition, the students were helped by the teachers and volunteers.
5. A celebration was held by all the students who competed.

Use the Grammar Independently Write a brief paragraph about Harriet Tubman and the Underground Railroad. Use at least two sentences in the passive voice, and two in the active voice.


Workbook page 263


Independent Practice CD-ROM/Online

Grammar Expansion

Passive Voice in Different Verb Tenses


Workbook page 264


Independent Practice CD-ROM/Online

Checkpoint

1. In the **passive voice**, where in the sentence is the person or thing doing the action usually found?
2. Create a passive voice sentence. Then change it to an **active voice** sentence.

Language Transfer and Interference

Identify active and passive voice Offer these examples and have students tell whether they use active or passive verbs:

Isabel fixed the broken tile. (active)
The broken tile was fixed by Isabel. (passive)
Mr. Sung has reported the accident. (active)
The accident has been reported by Mr. Sung. (passive)
A tornado funnel is filled with particles and dirt. (passive)
Dirt and particles fill the tornado funnel. (active)

Have students create their own sentences with active and passive voice. Look for patterns of first language interference.

Reteach and Reassess

Review irregular verbs Provide a list of irregular verbs. Explain that these do not form the past tense with the typical *–ed* ending.

blow/blew/had blown
break/broke/had broken
bring/brought/brought
come/came/had come
do/did/had done
eat/ate/had eaten
get/gave/had given
know/knew/had known
ride/rode/had ridden
say/said/had said
see/saw/had seen
speak/spoke/had spoken
teach/taught/had taught
write/wrote/had written

Grammar (cont.)

Active Voice and Passive Voice

- **Preteach** ***Say:*** *If you are active, you move and do things. You take action. If you are passive, you let things happen to you. The words* active *and* passive *are opposites.*
- **Teach** Use the examples on page 413 to show how sentences can be written in the active and passive voice. Explain that in most writing, the active voice is clearer and more interesting to read.
- **Practice** Have students use the active voice to tell what they did during the day before class. (I walked to school. I ate lunch.) Then have students tell other things that happened during the day using the passive voice. (The assembly was started by the principal at noon. Salad was served by the workers in the cafeteria.) Write students' suggestions on the board.
- **Apply** Change the sentences about the book from passive to active. For example, change "The assembly was started by the principal at noon" to "The principal started the assembly at noon."
- **Extend** Have students write the first paragraph of a newspaper article about a current event. Have them use the active voice except in cases where the person performing the action is unknown. Offer these sentence starters:

A coat was stolen from the coatroom this morning.
A flagpole was hit this morning outside the school building.
A large donation was delivered to the Cancer Society this month.

Grammar Expansion

Students will learn more about using the passive voice in different verb tenses on Workbook page 264.

Practice the Grammar Answers

1. The Science Olympiad students built the robot.
2. The robot team won the award.
3. The judges chose the winners.
4. The teachers and volunteers helped the students during the competition.
5. All the students who competed held a celebration.

Use the Grammar Answers

Answers will vary, but students should show understanding of active and passive voice. Sample: Harriet Tubman was helped by a few people along the way. The runaways were encouraged by her. The former slaves escaped toward the north. Canada did not permit slavery at that time.

Checkpoint Answers

1. In the passive voice, the person or thing doing the action is usually found at the end of the sentence, often following the word *by*.
2. Sample answer: The entire cake was eaten by the dog. The dog ate the entire cake.

Writing Assignment

Write a Research Essay About a Historical Period

Instructional Routine for Writing
page Txxxvi

Teacher Resources: Rubrics: Rubric for
iting Assessment

stones Handbook, pages 429–469

Vocabulary review Remind students to use Key Vocabulary words in their writing whenever possible.

Writing prompt

- **Interpret the writing prompt** Tell students to choose a historical period that interests them. Have students restate the prompt in their own words. Confirm that students understand that the subject of the essay is a historical period.
- **Prewrite** Begin by brainstorming various time periods that interest them. (*the Revolutionary period, World War II, the 1920s*) Point out that the place is also important. Offer several examples: *ancient Rome, Japan in the age of the samurai, colonial America,* etc.

Read the student model

Analyze writing model Discuss the student model with students. ***Ask:*** *What is the historical setting of the student model?* (ancient Egypt) *What book does the author mention?* (*What Life Was Like on the Banks of the Nile*) *What does the author say about the clothing of the period?* (The author says that beauty and adornment were important to rich and poor alike.)

Fluency

Echo Reading Student Model

After Readings 1 and 2

Writing Assignment

Write a Research Essay About a Historical Period

Writing Prompt

Write a research essay about a historical period. Identify the era, or time period, and describe the clothing, transportation, and other details of daily life. Write an introduction, body, and conclusion. Include one quotation from a source in your essay. Use the active voice whenever possible and logical.

About Research Essays

A research essay uses a variety of sources, such as biographies, informational texts, and Web sites. Sentences taken directly from those sources are called **quotations**. These add value and credibility to your essay. Always be sure to cite your sources at the end.

Write Your Research Essay

1. Read the student model.

Student Model

Ancient Egypt is a very interesting historical period. Between 3050 and 30 BCE, powerful kings called pharaohs ruled Egypt. The people accomplished many things, such as building the pyramids. Daily life, including work and keeping healthy, was very different from today.

There were different classes of people. The peasant men worked as farmers and shepherds, the middle class were artisans and merchants, and the upper class included priests and the pharaoh. In What Life Was Like on the Banks of the Nile, we learn that women participated in the society, and that they "possessed rights, responsibilities, and privileges not seen anywhere else in that era."

Keeping oneself attractive and in good health was important. As stated in What Life Was Like on the Banks of the Nile, "In the Nile Valley, beauty and personal adornment were important to rich and poor alike, and not just for vanity's sake." They used oils that protected their skin. But many people did not live past the age of 35.

Workbook page 265

Differentiated Instruction • Writing Assignment

Scaffolding

Remind students to use descriptive language as they write. Write the senses with some descriptive examples on the board for reference.

Sight: colorful, thickly wooded
Hearing: noisy, musical
Smell: stinking, fragrant
Touch: rough, smooth
Taste: salty, sweet

Extension

Encourage students to add interesting details to their essays, such as unusual food customs or scientific accomplishments. Other details might include something someone said. Remind students to use quotation marks around the exact words someone used. Tell students that quotations from books and experts in a subject such as history professors may provide excellent and interesting quotations in a research essay.

2. **Prewrite.**
   a. Choose a time period that interests you. Think of questions about that time period that you want to answer in your essay.
   b. In your school library, **locate** one or two books on this era. Make sure the books describe what daily life was like.
   c. As you read, **locate** a few quotations to include in your essay. Write the sentences down exactly as they are in the source.
3. **Write your essay.**
   a. Begin with an introduction in which you identify the era. Tell your readers which areas of daily life you plan to explore in the body of your paper.
   b. In the body, write specific information about the era. Include one of the sentences from your sources, and write the author's name and the title of the book. If the source does not have an author, simply include the title.
   c. End your essay with a conclusion that summarizes how life was different in this era.
4. **Revise.** Read your essay. Revise any sentences or paragraphs that seem unclear or misplaced. Use the **editing and proofreading symbols** on page 455 to mark any changes you want to make.
5. **Edit.** Use the **Writing Checklist** to help you find any problems and errors.
6. **Read your composition to the class.**

Writing Checklist

1. I described details of daily life.
2. I included an introduction, body, and conclusion.
3. I used at least one direct quotation from a source.
4. I included the title and author of my source.
5. I corrected any shifts in writing.
6. I used the active voice.

Writing Support

Mechanics

Quotation Marks

Use **quotation marks** around the exact words, phrases, or sentences you take from a published source. Always identify where the quotation is from; never copy without identifying the source.

- Place periods and commas within the quotation marks at the end of the quotation.

  As noted in *What Life Was Like on the Banks of the Nile*, "Each summer, when the Nile overflowed its banks and replenished the parched earth, the people of ancient Egypt witnessed anew the miracle of creation."

  Note that a quotation begins with a capital letter when it is a full sentence.
- Phrases can be quoted from sources. Use quotation marks to set them off from your own writing, and use a lowercase letter to begin the quotation.

  The book *What Life Was Like on the Banks of the Nile* states that "the tombs of the pharaohs took on great importance."

Apply Check to be sure you used quotation marks correctly in your essay.

Workbook pages 266–268
Independent Practice CD-ROM/Online

Home Connection

Use research to write reports In some cases, students may choose a period in history that occurred during the living memory of a family member. Encourage students to interview the family member and use that information as a resource.

Arts Connection

Connect To help the reader understand the description, some students may wish to include a drawing or illustration of the period they have researched. Display illustrations on a bulletin board.

Unit 6 • Chapter 2
After Readings 1 and 2

Writing Assignment (cont.)

Teacher Resources: Graphic Organizers: Note-Taking

Prewrite

- **Summarize** Distribute the **Note-Taking** graphic organizer and explain how it should be used during research. ***Say:*** *Write the title of the book and the author's name on the note card. Then summarize what you read. Put quotations around any words that are directly taken from the source.*

Write your essay

- **Organize** ***Say:*** *Your essay should have three paragraphs. The first paragraph should introduce the time period and place. The second should describe two or more interesting details about the period. The final paragraph should summarize your research and tell the most important part of the essay.*

Revise

- **Support the main idea** Tell students to reread their drafts and apply the revising techniques described in the instructions. ***Say:*** *Look for places where you have wandered off the main idea.* ***Ask:*** *If you add details to your essay, will it make the main idea stronger? Think about where they could go.*

Edit

- **Mechanics connection** ***Ask:*** *Did you include a quotation in your essay? Did you cite your source accurately? Did you use the active voice in your writing? Check that every sentence starts with a capital letter and ends with an end punctuation mark.* Have students reread their reports to confirm that they have followed the writing prompt instructions accurately.

Writing Checklist

Edit and revise Students should use the **Writing Checklist** after they complete their first drafts. The checklist includes important points that should be covered during the editing process.

Writing Support

Mechanics ***Say:*** *Here are some examples of sentences that contain quotations. How should you punctuate them?* Write these examples on the board and have students correct the punctuation.

According to Harriet Tubman: Conductor on the Underground Railroad, These people who had risked their own security to help runaways would be ruined, fined, imprisoned.

Progress Check

Milestones Tracker

Teacher Resources: *ExamView®*

The **Progress Check** is the post-assessment section of the chapter. Students may answer the questions orally or in writing.

Progress Check Answers

Vocabulary From the Readings
achievement: success or accomplishment; *assembly:* a grouping or gathering of people; *curriculum:* courses offered at a school; *prestige:* qualities that bring admiration or honor; *tournament:* competition in a series of events; *discouraged:* have one's confidence or hope taken away; *disheveled:* mussed or disordered; *incentive:* something that makes someone work harder; *pursue:* to chase after something; *shelter:* any place that gives physical protection, or to protect something.

Academic Vocabulary
distinguish: to see or understand differences; *locate:* to find; *factor:* someone or something that actively contributes toward a result; *resource:* a supply of support, money, knowledge, or anything needed.

Reading Strategies
A fact can be proven, but an opinion cannot. Imagery allows readers to form mental pictures as they read.

Text Genres
The text genres of "Science Olympiad," and "He's Teacher, Student, and Cheerleader" are a brochure and a newspaper article.
Harriet Tubman: Conductor on the Underground Railroad is historical fiction.

Reading Comprehension
"Science Olympiad" is an informational text about a nationwide science tournament for high school students, and "He's Teacher, Student, and Cheerleader" is about a science teacher who has helped her students at his high school win many Science Olympiads.
Harriet Tubman: Conductor on the Underground Railroad is about a real-life woman who led slaves to freedom through the Underground Railroad.

Text Element
The purpose of a piece of writing is the goal the author has for writing. The audience is the group of readers the author is writing for.

Spelling
Sample answer: cupboard, raincoat, doorway.

Writing Conventions
Titles of books, plays, and songs are capitalized.

Listening and Speaking
"Could you please repeat that?"

Progress Check

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean?	
	• **achievement, assembly, curriculum, prestige, tournament**	390
	• **discouraged, disheveled, incentive, pursue, shelter**	402
Academic Vocabulary	What do these academic vocabulary words mean?	
	• **distinguish, locate**	391
	• **factor, resource**	400
Reading Strategies	What is the difference between a fact and an opinion?	391
	What does imagery do for a reader?	403
Text Genres	What are the text genres of "Science Olympiad" and "He's Teacher, Student, and Cheerleader"?	392
	What is the text genre of *Harriet Tubman: Conductor on the Underground Railroad*?	403
Reading Comprehension	What are "Science Olympiad" and "He's Teacher, Student, and Cheerleader" about?	401
	What is *Harriet Tubman: Conductor on the Underground Railroad* about?	409
Text Element	Explain what **purpose** and **audience** are.	401
Spelling	Give three examples of compound words.	409
Writing Conventions	What titles are italicized?	409
Listening and Speaking	**Phrases for Conversation** How can you ask for clarification?	410
Vocabulary Development	What is a **derivative**?	411
Grammar	What is a shift in writing?	412
	Give an example of an **active voice** sentence.	413
Writing Support: Mechanics	Where are quotation marks used?	415

Vocabulary Development
A derivative is a word that comes from another word.

Grammar
A shift in writing is when the subject or the verb tense is not consistent within a sentence.
My dad painted the house.

Writing Support: Mechanics
Quotation marks are used at the beginning and end of a direct quotation.

Assessment Practice

Read this passage. Then answer Questions 1 through 4.

Local Teen Helps Classmates During School Fire

1 NEWTOWN—Francesca Gómez is glad that she paid attention during all those fire drills at school. Her classmates are glad, too.

2 During the fire that destroyed part of Newtown Middle School last Monday, Gómez, an eighth-grade student, led four classmates safely out of the school.

3 "I saw an assembly of students in the band room right before the fire alarm sounded," Gómez recalls. "They had music playing on the stereo that was very loud. A few minutes later, the alarm went off. I was about to go outside, but then I remembered those students. I wondered if they could hear the alarm."

4 Gómez ran back to the room. The students saw her shouting at them but couldn't hear what she was saying. They turned down the music and heard her say, "Fire!" That was all the information they needed, and the students were led by Francesca out a nearby door.

1 **What does the word assembly mean in the following sentence?**

> **I saw an assembly of students in the band room right before the fire alarm sounded.**

A shelter
B team
C classroom
D group

2 **Which statement is an opinion?**

A I wondered if they could hear the alarm.
B A few minutes later, the alarm went off.
C They had music playing on the stereo that was very loud.
D Gómez ran back to the room.

3 **What characteristic does the following sentence have?**

> **The students were led by Francesca out a nearby door.**

A an incorrect shift in subject
B the passive voice
C an incorrect shift in verb tense
D the active voice

4 **What is the text genre for this passage?**

A brochure
B short story
C persuasive essay
D newspaper article

Writing on Demand: Essay

Write an essay about a historical period that a relative or another adult you know lived through. Mention at least one historical event that took place during that time period. Include information on the trends in clothes, music, and entertainment. **(20 minutes)**

Writing Tip
Write an introduction, body, and conclusion for your essay. Use the active voice.

Study Skill

Test-taking strategy When taking tests, students should:

- Read the test directions carefully.
- Ask the teacher to explain any part of the directions they don't understand.
- Examine the entire test to see how long it is.
- Decide how much time to spend on each part of the test.
- Plan to spend the most on the items that count for the most points.
- Answer the easiest questions first.
- Review their answers and make them as complete and accurate as possible.
- Review the test directions to make sure they have answered everything required.

Unit 6 • Chapter 2 Check Your Progress

- **Assessment Book:** Unit 6, Chapter 2 Quiz
- **Teacher Resources:** *ExamView*® Unit 6, Chapter 2 Quiz
- **Milestones Tracker:** Unit 6, Chapter 2 Quiz
- **Workbook:** Assessment Practice Pages

Assessment Practice

Test-Taking Strategies Instruction

Ask: *Have you ever answered a multiple choice question without reading all the answer choices? Watch out! Why do you think reading all the choices is a good practice?* (You may find an answer that sounds right but miss a later one that is correct.)

Answers
1. D
2. C
3. B
4. D

Writing on Demand: Essay

- **Teacher resources:** Rubrics: Rubric for Writing on Demand
- **Time allocation:** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Interpret the writing prompt** Remind students that the essay will be nonfiction and will have three paragraphs.
- **Organize quickly** Tell students to choose a historical period that they've heard their relative speak about often. ***Say:*** *Don't choose something difficult when you have only a few minutes to write.*

Writing Tip Review

Remind students to include the introduction, body, and conclusion, and to use the active voice.

- **Revise** ***Say:*** *Reread your work quickly. Look for places to add details or clarify meaning. Watch out for passive voice, too.*
- **Edit** ***Say:*** *Reread your essay a final time, looking for punctuation and spelling errors. Correct them neatly.*

Reading Fluency

Echo Reading "Local Teen Helps Classmates During School Fire," paragraphs 1–4

Listening and Speaking Workshop

Give a Persuasive Speech

- **Instructional Routine for Listening and Speaking** page Txlii
- **Teacher Resources:** Rubrics: Rubric for Speaking Assessment, Rubric for Oral Presentation
- **Review** Remind students that a persuasive speech is one in which the speaker tries to convince others.
- **Determine purpose for listening** ***Say:*** *The speakers will try to convince you that they are the best candidate for school president. You need to listen to find out if they have the qualities of a good leader.*
- **Oral communication** Offer some tips for public speaking. ***Say:*** *To show your leadership skills, speak confidently. Smile and look like you are enjoying yourself. You may wish to make a joke or tell a funny story to help the audience warm up to you. You want your audience to like you and to think of you as a good leader.*
- **Explain attentive listening** Remind students that public speaking is hard to do and most people are not good at it. ***Say:*** *Don't expect a student to be as smooth as a TV news reporter. Be supportive and always be polite.*

UNIT 6

Apply & Extend

OBJECTIVES

Listening and Speaking
Give a persuasive speech

Media
Understand workplace documents

Writing
Write a response to literature essay

Projects

Independent Reading

Listening and Speaking Workshop

Give a Persuasive Speech

Topic

Imagine you are running for president of your school's student government. Write a speech telling why you believe you are the best candidate.

1. **Brainstorm**
   a. In this unit, you read about people who are leaders. Think about how each of these people showed the qualities of leadership. What qualities do you think are important for a leader to have?
   b. Decide on a focus for your speech. Think of reasons why you would make a good student government president. Take notes on your reasons.
      - What are some qualities you have that would make you a good leader? On what occasions have you demonstrated these qualities?
      - What are some improvements you would make to your school if you were elected?
2. **Plan**
   Think of evidence you can use to support your position. Keep in mind the point of view of your listeners. What evidence are they likely to find persuasive?
3. **Organize Your Speech**
   Write down reasons why you should be elected on note cards. Write one reason on each card. Then write evidence and details to support each reason. Be sure your speech is organized in a way that will make it easy for your listeners to understand.
4. **Practice, Present, and Evaluate**
   Practice your speech. As you practice, emphasize key points by changing your tone of voice and using gestures. Raise your voice and increase your pace when you want to say something you feel is important. Then give your speech. Ask for feedback from your listeners. Use the **Speaking Self-Evaluation** to evaluate your speech. Use the **Active Listening Evaluation** to evaluate and discuss your classmates' speeches.

Differentiated Instruction • Listening and Speaking Workshop

Scaffolding

Help students organize their speech. ***Say:*** *Begin with an introduction of yourself. "My name is Mary." Then explain what made you decide to run for president. Be honest and simple. Give details about your background that help others understand why you will be a good president for the class.*

Extension

Say: *Many successful candidates develop a platform to run on. To develop a platform, you should think about a project or problem that needs to be taken care of. It should be something that many people are interested in. Make up a detailed plan for the project and explain the idea as part of your speech. End by explaining that this project is the reason you should be elected.*

Speaking Self-Evaluation
1. My speech had a clear focus.
2. I gave reasons for my position.
3. I used examples to support my reasons.
4. I kept my listeners' point of view in mind while creating my speech.
5. I used my voice and gestures to emphasize important points in my speech.

Active Listening Evaluation
1. Your speech gave reasons why you would be a good president.
2. I thought the reasons you gave were persuasive.
3. The most persuasive part of your speech was _____.
4. The least persuasive part of your speech was _____.

Media Workshop

Understand Workplace Documents

Workplace documents can include memos, employee handbooks, and other kinds of instructions. The excerpt below is from a set of instructions for what to do in case of a fire.

In Case of Fire . . . Remember These Tips!

- Follow instructions from your manager.
- Do not try to carry equipment or other items with you.
- Leave the office quickly and quietly.
- Use the stairs. Do not use the elevators.
- Meet behind the fence in the parking lot. Do not try to re-enter the building.

1. Read the excerpt. Answer the following questions.
   a. What kind of information does the excerpt give?
   b. Who is the excerpt written for?
   c. Why are the directions in the excerpt important?
2. Work with a group. Think of how you would use the excerpt to identify and communicate information.
   a. Each student should write one question that the excerpt can answer, such as "Where should I go after I leave the building?"
   b. Work as a group to answer each student's question. Point out the parts of the excerpt you used to explain your answer.
3. Sometimes directions like those in the excerpt are spoken instead of written down. With your group, practice following spoken directions.
   a. One person should read a line of the directions aloud.
   b. The group should work together to follow the spoken directions.

Listening and Speaking Strategies

Identify tone Discuss the power of a positive tone in public speaking. Explain how a message about doing good, getting healthy, or succeeding is a powerful motivator for an audience. Have students tell whether the following statements are strong or weak.

I'm the only candidate running, so I guess I'll be okay at the job. (weak)

You'll be glad you voted for me! (strong)

I haven't ever been to a football game, so I don't really know anything about it. (weak)

Football is a great sport, and it's great that it draws so many fans. (strong)

Grouping Strategies

Collaborative learning In a class of students with mixed abilities, you may wish to have students work in groups to develop a speech. Allow time for students to discuss a direction for the speech. Have them write the speech and take turns delivering it to one another.

Unit 6
Apply & Extend

Listening and Speaking Workshop (cont.)

Speaking Self-Evaluation

- **Body language** Demonstrate how gestures such as reaching out or pointing can emphasize important points. Show how nervous gestures, such as pushing up sleeves, pulling at hair, or sniffing can weaken a presentation.
- **Assess** Have students tell what they should have done differently in this presentation. ***Ask:*** *What did you do right this time that was an improvement from the last time you presented?*

Active Listening Evaluation

Analyze oral presentation Encourage students to give positive reviews about the good things each presenter did. Remind students that harsh criticism hurts. ***Say:*** *If you think something was weak, tell how the speaker can improve.*

Media Workshop

Understand Workplace Documents

Text structure Point out the title and the bulleted list in the memo excerpt. ***Ask:*** *How does the structure make the information easier to read?* (The title gives the main idea. The bullets help the reader know where a new idea begins.)

Reading Fluency

Repeated Reading Media Workshop

Media Workshop Answers

1. a. The excerpt gives details about what to do in case of fire.
   b. The excerpt is written for workers in the building.
   c. The directions are important because they could save someone's life.
2. a. Sample answer: Can I use the elevators?
   b. Answers will vary.
3. Students should demonstrate understanding of following directions.

Writing Workshop

Response to Literature Essay

Instructional Routine for Writing
Unit Lxxxvi

Teacher Resources: Rubrics: Rubric for Writing Assessment

Teacher Resources: Graphic Organizers: Outline

Milestones Handbook, pages 429–469

Review Remind students that a response to literature is something that you write after you read a work of literature.

Writing Prompt

Analyze and clarify Have students restate the directions in their own words. Confirm that students understand the assignment is to be an essay based on a Unit 6 selection.

Choose the topic Review each Unit 6 selection with the class. Identify the characters that show leadership. Have students jot notes about what details they might include in their essays. Ask them to consider who will be reading this essay, or the audience, and the things they might be interesting in learning about this leader.

Writing Suggestion
Preview

Encourage students to use the computer thesaurus or the library thesaurus to begin to choose a variety of words. Make sure they choose the proper part of speech to substitute.

Write a Draft

Outline an essay or paragraph Before students begin to write, it is always a good idea for them to outline their work. Have them make a list of their ideas and decide what order it would be best to present them in. They can use the Outline graphic organizer to put their ideas in order. This graphic organizer will help them keep on topic if they fill it out and use it as a guide as they write.

UNIT 6
Apply & Extend

Writing Workshop

Write a Response to Literature

When you write a response to literature, you tell what you think about something you have read. A response to literature includes a main idea about the reading as well as details and examples to support the main idea.

Writing Prompt

Choose one of the readings from Unit 6. Write an essay telling how the people in the reading showed qualities of leadership.

Writing Suggestion

Use a thesaurus to make your writing more interesting. Look up words to find synonyms. This will help you vary your choice of words as you write.

PREWRITE

1. Read the student model on the next page. It is a response to literature essay about the article "Searching for Sacagawea" by Margaret Talbot. In it, the writer tells how Sacagawea showed leadership.
2. Choose the reading that you will respond to.
3. Think about these questions. Take notes on your ideas.
   a. Who were the people in the reading?
   b. What qualities did the people have that made them good leaders?
   c. How did they show these qualities?
4. Use an outline to help organize your writing.

WRITE A DRAFT

1. First, write your introduction. It should tell which reading you will write about and briefly state the main idea of your essay.
2. Write the body of your essay. The body should have at least three paragraphs. Each paragraph should include supporting statements that link back to your main idea. Use information from the reading to support your ideas.
3. Write the conclusion. The conclusion should return to the central idea of your essay. Your conclusion may also compare your subject to other people you have read about, such as Iqbal Masih and Harriet Tubman.

Differentiated Instruction • Writing Workshop

Scaffolding

Direct students to think about the following questions as they shape their essay:
What did the leader do? What did the leader say?
What kind of change happened as a result of the leader's actions and words?
Explain that the answers to these questions can help shape the essay.

Extension

In small groups, have students use library resources and read at least three responses to literature. Have students list qualities that made the response successful. Tell students to use what they learned to draft their own responses to literature.

Student Model

Liz Garcia

Sacagawea: A Brave Leader

In the article "Searching for Sacagawea," Margaret Talbot shows that Sacagawea had many qualities of a good leader. She was strong and determined, and she was able to stay calm in difficult situations. These qualities allowed her to play an important part in American history.

Sacagawea was originally from the Shoshone group of Native Americans. When she was about 13, she was taken captive by a group called the Hidatsa. She must have been a strong person in order to survive. Being a strong person is one quality that helped make her a good leader.

Sacagawea had knowledge about many things. Sacagawea was only 17 when she and her husband joined Lewis and Clark on their expedition. Sacagawea helped Lewis and Clark on their journey in several ways. First, she showed them wild plants that they could eat on their journey. She also served as a translator. When the expedition reached the area where the Shoshone lived, Sacagawea was able to tell Lewis and Clark where they were.

Sacagawea's actions show that she was curious about the world around her. One example of this occurred when Clark told the group that he would take some of them out to the ocean to see a beached whale. Sacagawea told Clark that she had never seen the ocean, and she really wanted to go. He agreed, and the next day the group traveled to the ocean. Curiosity is another quality that helped make her a leader.

The best example of Sacagawea showing qualities of leadership is an event that took place as the group traveled on the Missouri River. The boat that Sacagawea and her husband were in was hit by high winds, causing it to nearly tip over. Sacagawea reached into the water and saved the group's supplies. This act, which showed that she knew how to stay calm during a stressful situation, is another important ability for a leader to have.

Sacagawea's strength, knowledge, curiosity, and calmness were some qualities of leadership that she showed during the Lewis and Clark expedition. She is remembered for her contributions to one of American history's greatest journeys.

The introduction should tell which work of literature you are writing about.

When responding to literature, you should give examples from the work.

Your response should have one central idea that is stated in the introduction and conclusion.

Unit 6
Apply & Extend

Writing Workshop (cont.)

Student Model

- **Analyze model** Point out the side notes that draw attention to the features of the essay. Have students work in pairs to read through the student model. One student might read the notes on the features of the essay. Following that, the other student reads the text of the model. After one paragraph, students should switch roles.
- **Main ideas** Point out that the topic sentence is first in paragraphs 1, 3, 4, and 5. ***Say:*** *Writing your main idea first is a good way to keep you focused on your topic.*
- **Theme** Point out the sentences that remind the reader about the overriding theme.
  Paragraph 2: Being a strong person is one quality that helped make her a good leader.
  Paragraph 3: This is another important trait for a leader to have.
  Paragraph 4: Curiosity is another quality that helped make her a leader.

Reading Fluency

Paired Reading Student Model

Writing Strategies

Use a graphic organizer Have students use an **Outline** graphic organizer to draft their essays. Explain that each Roman numeral on an outline must be followed by at least two details. For this assignment, the outline should have three Roman numerals, one for each paragraph.

Reteach and Reassess

- **Evaluate your work** After students complete their essays, have them assess their work using the following Self-Evaluation notes.

1. I focused on one leader from Unit 6 in my essay.
2. I explained the qualities that made the character a good leader.
3. I supported each main idea with details and evidence.
4. I cited a text and included a quotation in my essay.
5. I have used punctuation accurately.
6. I have written my essay neatly on clean paper.

Writing Workshop

Milestones Handbook, pages 429–469

Write a Draft

Central theme Remind students that their central theme is the quality of leadership. ***Say:*** *Each paragraph should tell how the character shows leadership. Begin or end your paragraph with a statement about the leadership quality. Then support the statement with details.*

Revise

Compare to the model Tell students to look for transition words and sentences that help the reader follow the main idea through the essay. Suggest transition phrases such as, *for this reason, nevertheless, in spite of, however,* and *likewise.*

Edit

Punctuation and spelling ***Say:*** *Nothing makes a reader form a judgment quicker than poor spelling and punctuation. Make sure you have a period or end punctuation at the end of each sentence. Look for correct use of commas. Look up words in the dictionary that might be misspelled.*

Revising and Editing Checklist

Review grammar Review the grammar structures listed on the Revising and Editing Checklist.

Return to the Grammar pages of the unit to remind students about conditional clauses and shifts in writing.

Reading Fluency

Choral Reading Revising and Editing Checklist (in Writing Workshop)

Peer Review Checklist

Have students work in groups to do a peer review of one another's work and look for clarity of expression and descriptive details. Have them begin by sharing their favorite parts of the essay.

Publish

Share your work ***Ask:*** *What are some ways you can share your work with others?* (I can read it aloud, send it to the author of the selection, share it with my family.)

UNIT 6

Apply & Extend

REVISE

1. Review your essay. Are your ideas well organized? Use the **Revising and Editing Checklist** to help you evaluate and edit your draft.
2. Exchange your essay with a partner. Ask your partner to use the **Peer Review Checklist** to review your essay.
3. Revise your draft. You may want to rearrange sentences or paragraphs to make your essay clearer.
4. Use the **editing and proofreading symbols** on page 455 to help you mark the changes you need to make.

EDIT

1. Reevaluate your essay using the **Revising and Editing Checklist**.
2. Fix any errors in grammar, spelling, and punctuation.

Peer Review Checklist

1. The essay includes a clear main idea.
2. The essay has an introduction, body, and conclusion.
3. This essay helped me understand more about the character.
4. My favorite part of the essay is _____ .
5. The essay would be better if _____ .

Revising and Editing Checklist

1. My introduction tells which reading I am writing about.
2. My introduction includes a clear main idea.
3. The body of my essay includes ideas and statements that relate to my main idea.
4. I used examples from the text to support my ideas.
5. My conclusion returns to the main idea stated in my introduction.
6. I used conditional clauses correctly.
7. I used a consistent subject and verb tense in my writing.

PUBLISH

1. Write your essay in your best handwriting. Or use a computer and word processing program to write your essay. Be sure to use appropriate margins and spacing. If you use a computer, use a spell check.
2. Read your essay to the class. Read slowly and clearly, changing your tone of voice to reflect the different ideas in your essay.

Differentiated Instruction • Projects

Scaffolding

Encourage students who choose project 1 to illustrate their posters. Students who aren't artistic might still make interesting designs. Bring in magazines or newspapers that might give them ideas for lettering, photo arrangement, and general layout.

Extension

Before students choose Project 2, show them an example of a bibliography. Explain how to decipher its conventions, including italic type, publisher's name, and copyright date.

Projects

Choose one or more of the following projects to explore the theme of leadership further.

PROJECT 1

Make a Poster for a Political Candidate.

1. Make a poster to go with the speech you wrote in the Listening and Speaking Workshop on page 418.
2. Your poster should illustrate the reasons that you would be a good president of your student government.
3. Use a computer to find illustrations for your poster. Print photographs or graphics from the Internet, or make a chart or other graphic organizer using a word processing program.

PROJECT 2

Use a Bibliography to Learn More About a Leader.

1. Look in your classroom or school library for a book about a leader.
2. Find the book's bibliography. The bibliography is found at the end of the book. Choose one of the sources you find listed.
3. Find the source and read it. Decide what kind of writing would be best to present the information you learned, for example, an essay, a poem, or a play.

PROJECT 3

Make a Documentary About Leadership.

1. Find a documentary in your school library. View the documentary. Analyze how elements like graphics, motion, color, and narration help communicate the film's point.
2. Work with a group. Make a documentary about some important leaders. Using information from the documentaries you viewed, include facts and details about their leadership. How did they show qualities of leadership?
3. Present your group's documentary to the class.

PROJECT 4

Research Publishing Laws.

1. Go to your school or local library to investigate terms that describe different publishing laws.
2. Use a dictionary and online resources to find the terms **slander, libel, copyright,** and **plagiarism.**
3. Then look for news articles where these terms can be found. Choose an article, read it, and present to the class a summary of the article.

Classroom Management

Use outside resources Arrange for students who chose Project 3 to have access to audio/visual equipment, such as video cameras, Internet access, and TVs. Help foster success by helping students divide the tasks of the project fairly among themselves. Encourage students to develop a script before they begin filming their documentary.

Reteach and Reassess

Self-Assess Have students assess their work and the work of others. ***Ask:*** *What was your favorite part of the project? What could you have done better?* Encourage students to offer constructive criticism in response to projects.

Unit 6
Apply & Extend

Projects

PROJECT 1: Make a Poster for a Political Candidate.

State a position Review persuasive writing with students who chose project 1. ***Say:*** *Sometimes a good poster will have a rhyme, such as Vote for Nate, He'll be Great! Other posters state a position, such as A Safer School, Jenny for President.* Have students discuss the platform the candidate presented and make a poster that relates to it.

Reading Fluency

Repeated Reading Project 1

PROJECT 2: Use a Bibliography to Learn More About a Leader.

Research Tell students that most contemporary books of literary criticism contain long bibliographies. Help them weed out the useful entries. ***Say:*** *Titles in a bibliography are usually in italic type. Look for a title that sounds relevant. Try to find one that was published in the last 10 years.*

PROJECT 3: Make a Documentary About Leadership.

Brainstorm ideas Tell students that many documentaries are a series of interviews. Also, many minutes of video footage do not get used in the final version. Encourage students to cut the parts of the documentary that drag or repeat information.

PROJECT 4: Research Publishing Laws.

Using reference sources: databases

Say: *One kind of reference source is a database. A database contains articles, pictures, maps, music, and other information. This information is stored electronically. Some databases are on CD-ROM. A CD-ROM is a computer disk that can store large amounts of information. Other databases are on the Internet. To begin, you must decide what you want to search for. Then decide which database to use. You might start with the database in your school or local library. Then you can try a CD-ROM or the Internet.*

Independent Reading

- **Teacher Resources:** Graphic Organizers: Reading Log
- **Use the library** Tell students that they can find other books that relate to the unit theme by using a library's catalog. Suggest some keywords for performing a successful search, such as *child labor, Underground Railroad, science fair projects,* or *César Chávez.*
- **Read summaries** Remind students that many library catalogs include summaries of books. This helps them decide if a book will interest them (or if their keyword search is working). Have students read the summaries to figure out what they might like to read. Tell students that books often have summaries on their back covers. When students are in a library or a bookstore, they can choose a book by reading the back cover.
- **Heinle Reading Library Review** Have students read the short book review. Then have them share what other facts they may know about Dr. Martin Luther King, Jr.
- **Check progress** Have students add the titles they read to their **Reading Log**. Have them look back at their progress for the year and assess their list. ***Say:*** *Which book do you remember best from your list? Are you planning to reread any of the books on your list?*
- **Book review** Explain that a book review gives a summary of the book. It also tells the opinions of the reviewer. Have students write reviews of books they have read. They should begin by summarizing the book, and then tell how they felt about it. Students can use specific examples such as, *"I was upset to learn Iqubal died. He had become a hero to me."* Students can share their reviews with a partner and ask their partner to identify facts and opinions. Then have students write a review of one of the Independent Reading books.
- **Reading log** Have students keep a reading log of their independent reading. Explain that a log is like a journal. It is a way to record their thoughts, ideas, and reactions to a book. It also keeps track of how many pages students read each day. Students can use the log to set goals for how much they will read. When they have finished a book, the log can remind them what the book was about and what they thought of it. Have students turn in these logs regularly so you can monitor their progress and comprehension.

Heinle Reading Library

Martin Luther King, Jr. by Herb Boyd

Read to find out why Martin Luther King, Jr. is remembered as a great American leader. The book begins with his childhood in the segregated South and tells about his days as a minister. It also focuses on King's role in the civil rights movement and how he won the Nobel Peace Prize in 1964, four years before his death.

Independent Reading

Explore the theme of leadership further by reading one or more of these books.

Iqbal by Francesco D'Adamo, Simon and Schuster, 2005.

Fatima is a young girl in Pakistan whose family has sold her into servitude to pay her father's debt. She and other children work long hours in a cramped, hot carpet factory. One day, a boy named Iqbal comes to rescue the children. Iqbal bravely fights for the rights of children.

Harriet Tubman: Conductor on the Underground Railroad by Ann Petry, Amistad, 2007.

This biography offers a detailed portrait of Harriet Tubman, the woman nicknamed "Moses" for her work leading slaves to freedom. Learn about how her bravery, strength, and determination made an impact on our country's history.

Indian Chiefs by Russell Freedman, Holiday House, 1988.

This book examines the lives of six of the greatest American Indian leaders of the 1800s. It includes information on Red Cloud of the Oglala Sioux, Santanta of the Kiowas, Quanah Parker of the Comanches, Washakie of the Shoshones, Joseph of the Nez Perces, and Sitting Bull of the Hunkpapa Sioux.

The King's Swift Rider: A Novel on Robert the Bruce by Mollie Hunter, HarperCollins, 1998.

A sixteen-year-old boy named Martin Crawford is hunting on a Scottish moor when he rescues a man who is being chased by several soldiers. The man turns out to be Robert the Bruce, the leader of the Scottish rebels who are fighting the English king. Martin joins Scotland's rebel army as a messenger spy. This novel is based on the life of Robert the Bruce, the leader in Scotland's War for Independence.

Saladin: Noble Prince of Islam by Diane Stanley, HarperCollins, 2002.

This illustrated biography tells the story of the 12th-century ruler Saladin. A skilled leader who showed compassion for those he conquered, Saladin was praised even by his enemies. The book includes background information on the Crusades, during which Saladin became famous.

Milestones to Achievement

Writing: Revise and Edit

Read this rough draft of a student's persuasive essay, which may contain errors. Then answer Questions 1 through 4.

An Everyday Leader

(1) Anyone can be a leader. (2) A good leader does not have to be talkative or social. (3) Shy people can be excellent leaders, too. (4) Leaders are followed by people for many reasons. (5) Whether you are timid or bold, you should think about how you can be a good leader every day.

(6) What is a good leader? (7) If you are honest even when no one is watching, you are a good leader. (8) If you help others even when you are busy or tired, you are a good leader. (9) If you are kind and friendly to those whom others tease, you are a good leader. (10) Good leadership does not depend on your achievements. (11) The one trait that all great leaders have in common is that they tirelessly give more than they recieve.

(12) You can be a quiet, shy leader or a talkative, social one. (13) Things may not always go your way, but a good leader does not get disheveled easily. (14) If we were all true leaders, the world is a happier place.

1 How should the misspelled word in sentence 11 be corrected?

A comon
B triat
C receive
D tirelesslie

2 Which word is a better choice than disheveled in sentence 13?

A courageous
B immense
C reformed
D discouraged

3 How can you correct sentence 14?

A Change *is* to *are*.
B Change *is* to *being*.
C Change *is* to *have been*.
D Change *is* to *would be*.

4 Which sentence in the passage uses the passive voice?

A sentence 3
B sentence 4
C sentence 10
D sentence 12

Writing on Demand: Formal Letter

Write a formal letter to your teacher that describes the strong leadership qualities of someone you know. Include information about the person's role and what makes him or her a good leader. **(20 minutes)**

Writing Tip
Check for shifts in writing. Make sure all the verbs and nouns in your sentences agree.

Study Skill

Study time management ***Say:*** *It can be very difficult to know where to begin studying for a test. First, you should make a list of all the things you need to do: review your notes, skim the textbook, review chapter questions. Break up these tasks into short blocks of time. Work on each task for an uninterrupted amount of time. Be sure to take breaks between each short block of study time.*

To study for a test, study a little bit each day. You can focus on longer blocks of time as the test gets closer. Reviewing your notes and the textbook each night will help you understand the ideas. Work with a study partner. Be sure that you and your partner are really studying and reviewing material for the test.

Unit 6
Milestones to Achievement

- **Assessment Book:** Unit 6 Exam
- **Teacher Resources:** *ExamView®*: Unit 6, Exam
- **Milestones Tracker:** Unit 6, Exam
- **Workbook:** Assessment Practice Pages

Writing: Revise and Edit

Edit for conventions Remind students to edit for passive voice verbs, verb tense shifts, word choice, and spelling errors.

Reading Fluency

Echo Reading "An Everyday Leader"

Answers
1. *C*; 2. *D*; 3. *D*; 4. *B*

Writing on Demand

- **Teacher Resources:** Rubrics: Rubric for Writing on Demand
- **Teacher Resources:** Graphic Organizers: Friendly Letter
- **Time allocation** 5 minutes to plan and organize; 10 minutes to write; 5 minutes to revise and edit
- **Read and interpret writing prompt** Be sure students understand that they are to write a formal letter. This means students should include the return address, the greeting, the body, the salutation, and the signature. Review each letter part to be sure students understand what they must write.
- **Organize quickly** Tell students to decide quickly who to write about. Then have them come up with two or more examples of his or her leadership skills.
- **Revise** Tell students to add details to improve clarity and organization.
- **Edit** ***Say:*** *Before you finish, check for misspelled words, end punctuation, and missing words.*
- **Graphic organizer** Use the **Friendly Letter** template to review the proper format with students.
- **Reteach and reassess passive voice** Review the passive voice with your students. ***Say:*** *Most sentences use active voice verbs. In active voice, the subject does the action.* Her fans cheered for her. *Passive voice means that the subject of the sentence is not doing the action. In a passive voice sentence, the subject receives the action of the verb:* She was cheered by her fans. Show the students that the passive voice is composed of the helping verb *be* followed by the past participle of the action verb: *The car was driven by a professional racer.*

Reading

Reteach and Reassess Remind students that a simile is a comparison of two things. Similes use the word *like* or as. For example: *The rumor spread like wildfire.* ***Ask:*** *How does a wildfire move?* (quickly) *Does it make sense that a rumor can spread like wildfire?* (Yes, rumors move quickly) For students who are having trouble identifying similes, have them underline the simile in the following sentences.

1. The baby's talk was like a babbling brook.
2. This old bread is as hard as a brick.
3. My friends laugh like a bunch of hyenas.
4. The sound of the wind was as frightening as a pack of wolves.

- **Practice** For more practice, students should write their own similes. Start them off with the following ideas: *a soccer player runs like...*, (sample: a cheetah) *the electric guitar sounded like...*, (sample: a thunder storm), *the meat tasted as tough as . . .* (sample: shoe leather). Direct students to use student book pages 371 for information and examples of similes.
- **Clarify the reading** ***Ask:*** *Is the selection fiction or nonfiction?* (fiction) *What is the conflict in the story?* (Harriet worries about meeting President Lincoln.) *Do the characters agree or disagree?* (They agree that war is bad and that Harriet's book was an important part of ending slavery. They also agree that slavery is a bad thing and must end.) *How do you know that President Lincoln disapproves of slavery?* (He talks about the misery of the slave.)

Fluency

Echo Reading "Harriet Beecher Stowe in Washington," paragraphs 1–7

Reading

Read this historical fiction. Then answer Questions 1 through 8.

Harriet Beecher Stowe in Washington

1 Harriet sat in the comfortable wooden chair, her hands folded in her lap. She couldn't help feeling a little nervous, not because of whom she was about to meet, but because of what she had to say to him.

2 As she waited, Harriet reflected on how much her life had changed recently. In ten years, she had gone from being a schoolteacher to an activist for the rights of millions of people she didn't know. It was all because she wrote a book. After *Uncle Tom's Cabin* was distributed, the reactions were strong. People in the North saw the story as an incentive to end slavery. People in the South saw it as another reason to pursue secession. Harriet knew that if she had not written the book, the country would not be so divided. All she wanted was to use her pen like a key to unlock the chains of slavery.

3 The door opened at last, and the tall man in the dark suit walked in. Harriet stood. She was surprised by how tired and disheveled he looked, but he still smiled kindly at her. Harriet felt a new appreciation for his courageous leadership in these difficult times.

4 "Hello, Ms. Stowe," he said. "So you're the little woman who wrote the book that started this great war!"

5 "There is nothing great about war, Mr. President," Harriet replied.

6 "No, indeed there is not," Lincoln answered, as the smile left his face. "But your contribution to our current situation has been great. If you had decided to keep teaching, the world would not know the misery of the slave."

7 "Knowing is half the battle, Mr. President," Harriet said. "Now is the time to act. The war goes on, but you must do more. You must end slavery."

1 What does the word incentive mean in the following sentence from paragraph 2?

> People in the North saw the story as an incentive to end slavery.

A motivation
B decision
C belief
D obstacle

2 What does the word disheveled mean in the following sentence from paragraph 3?

> She was surprised by how tired and disheveled he looked, but he still smiled kindly at her.

A confused
B courageous
C disordered
D disappointed

3 Whom is Harriet waiting to meet?
A a schoolteacher
B President Lincoln
C Uncle Tom
D a slave

4 What does Harriet want?
A to start a war
B to divide the country
C to write a book
D to end slavery

5 Which is an example of a simile from the passage?
A "Knowing is half the battle, Mr. President," Harriet said.
B People in the South saw it as another reason to pursue secession.
C All she wanted was to use her pen like a key to unlock the chains of slavery.
D As she waited, Harriet reflected on how much her life had changed recently.

6 Which is an example of the passive voice?
A Harriet stood.
B As she waited, Harriet reflected on how much her life had changed recently.
C Harriet felt a new appreciation for his courageous leadership in these difficult times.
D After *Uncle Tom's Cabin* was distributed, the reactions were strong.

7 Which is an example of a conditional clause?
A knowing is half the battle
B you must end slavery
C If you had decided to keep teaching
D she had gone from being a schoolteacher to an activist

8 Which noun is NOT formed by adding the suffix *-ion* to a verb?
A appreciation
B million
C reaction
D contribution

Study Skill

Study strategy It is important that students have a good place to study outside of school. It should be an environment free from interruptions and distractions; students learn better in a quiet environment. Students should choose a place that will be available on a daily basis. The study place should have enough light and a comfortable place to sit. Students should have a workspace large enough to hold everything they need to work on homework or to study for a test. Students should also be sure that they have all the study materials (paper, pencils, school books, a dictionary) they need before they begin. At the beginning of the school year, you may wish to take some time discussing a good study environment.

Unit 6
Milestones to Achievement

- **Reteach conditional clauses** Some students may continue to have difficulty recognizing conditional clauses. Have them create real and unreal conditional clauses of their own. ***Say:*** *A conditional clause is one that tells something that may happen if something else happens first. Real conditionals describe true or possibly true situations. These may be present or future tense.* Give the following examples:
  If I do my math homework carefully, I do well on math tests. (present)
  If it rains, I will bring an umbrella. (future)
  Say: *The conditional clause begins with the word* if, unless, *or* even if *and a present tense verb. The main clause uses the present or future tense.* Have students write model sentences of their own for conditional clauses. (Example: If I am chosen, I will be a good leader.)
  Say: *Conditionals can also be* unreal. This means they come from *someone's imagination. We use past tense verbs in unreal conditionals, followed by* would + *the verb in the main clause.* Give the following example:
  If my family won a million dollars, we would take a trip around the world.
  Ask: *What would your family do if you won a million dollars?* Have students reply orally or in writing in complete sentences.
- **Reteach suffixes** Remind students that a suffix is a word part that is added to the end of a word. ***Say:*** *A suffix can change the meaning of a word. It often changes the word's part of speech.* Give the following examples of words in which that happens: *teach (verb), teacher (noun); art (noun), artist (noun); friend (noun), friendly (adjective); real (adjective), realize (verb).* Have students come up with other words that add suffixes to become a different part of speech.
- **Reteach root words** Some students may have difficulty recognizing the suffix *-ion.* Have them read the following words. Then have them remove the suffix (*-ion*) to identify the root word.
  suppression (suppress); *contribution* (contribute); *direction* (direct); *expression* (express); *confusion* (confuse); *appreciation* (appreciate)
  Encourage students to think of other examples of words ending in *-ion.* Have them identify the root word in each.

Answers
1. A, 2. C, 3. B, 4. D, 5. C, 6. D, 7. C, 8. B

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Grammar Reference

Nouns

- **Nouns** name a person, place, or thing.
- **Singular nouns** are nouns that name one person, place, or thing.
- **Plural nouns** are nouns that name more than one person, place, or thing.

Regular Plural Nouns

Singular	Plural	Spelling Rule
book	book**s**	most nouns: add **-s**
bus lunch	bus**es** lunch**es**	nouns that end in **s, x, z, ch, sh:** add **-es**
baby family	bab**ies** famil**ies**	nouns that end in a **consonant + y:** change the **y** to **i** and add **-es**
loaf knife	loa**ves** kni**ves**	nouns that end in **f** or **fe:** change the **f** or **fe** to **-ves**

Irregular Plural Nouns

Some nouns are irregular in the plural form.

Singular	Plural	Singular	Plural
man	**men**	child	**children**
woman	**women**	mouse	**mice**

Possessive Nouns

- To show possession with **names** and **singular nouns,** use an apostrophe + **s** (**'s**).
- To show possession with **plural nouns ending in s,** use only an apostrophe (**'**).
- To show possession with **irregular plurals,** use an apostrophe + **s** (**'s**).

Statement	Sentence with Possessive Noun
Sara has a nice apartment.	Sara**'s** apartment is nice.
The boy has a TV in his room.	The boy**'s** TV is in his room.
The girls have a big bedroom.	The girls**'** bedroom is big.
The men have blue hats.	The men**'s** hats are blue.

Count and Noncount Nouns

- **Count nouns** are nouns you can count. They are singular or plural.
- You use **a, an, the,** or a **number** with count nouns.
  I have **one egg.** I have **12 carrots.**
  I made **a salad.** I made it with **a tomato** and **an onion. The salad** was delicious.
- **Noncount nouns** can't be counted. They are singular. Don't use **a, an,** or **numbers.**
  I like **juice.** I eat **cheese.** I always drink **milk.**

Compound Nouns

A **compound noun** is a noun that is made up of two or more words. Most compound nouns are formed by nouns modified by other nouns or by adjectives.

tooth + brush = toothbrush
soft + ball = softball
hand + shake = handshake

Articles

There are three articles: **a, an,** and **the.** Articles are used with nouns.

Indefinite Articles: a, an

- Use **a** and **an** with singular and plural count nouns when the noun is not specific.
- Use **a** before a word beginning with a consonant sound.
  I have **a** cousin in Chicago.
- Use **an** before a word beginning with a vowel sound.
  I have **an** uncle in Tampa.

Definite Article: the

- Use **the** before a specific noun.
  I do not usually like rice, but **the** rice your mother makes is great.

- Use **the** before names of:

regions of countries that are directions	I live in **the** South.
mountains, lakes, and islands that are plural	We go camping in **the** Rockies. **The** Caribbean Islands are beautiful.
large bodies of water and deserts	**The** Pacific is the largest ocean.

- Do not use **the** before names of:

continents, countries, states, cities	South America is very large. Miami is in Florida.
exception: the United States	I live in **the** United States.
mountains, lakes, and islands that are singular	Mount McKinley is in Alaska. My aunt is from Puerto Rico.

Pronouns

A **pronoun** takes the place of a noun or refers to a noun.

My brother is sick today. **He** has a cold.

Subject Pronouns

- **Subject pronouns** take the place of subject nouns.

Subject Pronoun	Sentence	Subject Pronoun	Sentence
singular		**plural**	
I	**I** am Mario.	**we**	**We** are in class.
you	**You** are a student.	**you**	**You** are students.
he	**He** is a teacher.	**they**	**They** are in the office.
she	**She** is a lawyer.		
it	**It** is my pen.		

Object Pronouns

- **Object pronouns** take the place of object nouns.
- They show to whom something happened or who received something.
- They come after a verb or preposition.

Object Pronoun	Sentence	Object Pronoun	Sentence
singular		**plural**	
me	Min likes **me.**	**us**	They live next door to **us.**
you	Fatima works with **you.**	**you**	Ben helps **you** on Mondays.
him	Cosima knows **him.**	**them**	The teacher helps **them** every day.
her	Javier is walking with **her.**		
it	Victor bought **it.**		

Possessive Pronouns

Possessive pronouns tell who owns or has something.

Possessive Pronoun	Sentence	Possessive Pronoun	Sentence
singular		**plural**	
mine	This book is **mine.**	**ours**	That car is **ours.**
yours	**Yours** is on the table.	**yours**	Where did you park **yours**?
his	Matteo is reading **his.**	**theirs**	They brought **theirs** last week.
hers	Irina doesn't have **hers.**		
its	The cat has its food. The dog wants **its.**		

Adjectives

- **Adjectives** describe nouns.
- Adjectives can come before nouns: I have a **loud** voice.
- Adjectives can come after the verb **be:** My voice is **loud.**

Comparative Adjectives

Comparative adjectives compare two things.

Adjective	Comparative	Spelling Rule
tall	tall**er**	most one-syllable adjectives: add **-er**
dry happy	dr**ier** happ**ier**	one- and two-syllable adjectives that end in **y:** change the **y** to **i** and add **-er**
careful difficult	**more** careful **more** difficult	two or more syllable adjectives: put **more** in front of the adjective

Irregular comparatives
good / **better**
bad / **worse**

Superlative Adjectives

Superlative adjectives compare three or more things.

Adjective	Superlative	Spelling Rule
tall	**the** tall**est**	most one-syllable adjectives: add **-est**
dry happy	**the** dr**iest** **the** happ**iest**	one- and two-syllable adjectives that end in **y:** change the **y** to **i** and add **-est**
careful difficult	**the most** careful **the most** difficult	two or more syllable adjectives: put **most** in front of the adjective

Irregular superlatives
good / **the best**
bad / **the worst**

Possessive Adjectives

Possessive adjectives tell who something belongs to. They come before nouns.

Possessive Adjective	Sentence	Possessive Adjective	Sentence
singular		**plural**	
my	I am a student. **My** name is Matt.	**our**	We are in school. **Our** teacher is Mr. Dunn.
your	You are a teacher. **Your** class is in Room 21.	**your**	You are good students. **Your** grades are excellent.
his	Sam is a student. **His** teacher is Mrs. Martin.	**their**	Mrs. Ho and Mr. Dunn are teachers. **Their** students are in class.
her	Meg is in class. **Her** books are here.		
its	The computer is in the office. **Its** screen is on.		

Prepositions

- **Prepositions** and the words that follow them can tell *where, when,* and *how* something happens.
  She is playing **in** the park. (where)
  They go to school **at** 7:00. (when)
  Mary walks **with** energy. (how)
- A **prepositional phrase** is a preposition and the words that follow it.
  She put the plate **on the table.**

Common Prepositions		
about	below	of
above	between	on
against	by	over
around	for	through
at	from	to
before	in	under

Conjunctions

- **Conjunctions** can join words, phrases, or clauses (parts of a sentence with a subject and a verb).
- Conjunctions can join two independent clauses (clauses that can stand alone). Use these conjunctions: **and, or, but, so.**
  Maria did her homework, **and** I helped her.
  We can eat at home, **or** we can go to a restaurant.
  I want a glass of milk, **but** we don't have any.
  It's raining, **so** you need your umbrella.
- Conjunctions can join an independent clause (a clause that can stand alone) with a dependent clause (a clause that cannot stand alone). Use these conjunctions: **before, when, after, because, although.** The dependent clause can come first or second.
  Before I came here, I lived in Haiti.
  I learned English **when** I came to the United States.
  After I learned English, I made lots of friends.
  He took the job **because** he wanted the experience.
  I walked to the mall **although** it is a mile away.

***For more about clauses, see page 446.**

Adverbs

- **Adverbs** describe verbs, adjectives, or other adverbs. They often answer the questions "how?" or "how frequently?"
  It snows **often** in Boston.
- Many adverbs end with **-ly.**
  The man spoke **softly.**

Interjections

- **Interjections** are words that express strong feelings.
- They are often followed by an exclamation point.
  Hooray! It's snowing.

Verbs

A **verb** is an action word.

Simple Present Tense

Use the **simple present tense** to tell about an action that generally happens or is true now.

Simple Present Tense of *be*	
singular	**plural**
I **am** Mario.	We **are** in class.
You **are** a student.	You **are** students.
He **is** a teacher.	They **are** in the office.
She **is** a lawyer.	
It **is** my pen.	

Contractions
I am = I'm
you are = you're
he is = he's
she is = she's
it is = it's
we are = we're
they are = they're

Simple Present Tense of Regular Verbs				
affirmative		**negative**		
subject	**verb**	**subject**	**verb**	
I You We They	**read.**	I You We They	**do not**	**read.**
He She It	**reads.**	He She It	**does not**	**read.**

Contractions
do not = don't
does not = doesn't

Present Progressive Tense

- The **present progressive tense** of a verb tells about an action happening right now.
- The present progressive uses **am, is,** or **are** and the **-ing** form of a verb.

Present Progressive Tense					
affirmative			**negative**		
I	**am**	**walking.**	I	**am not**	**walking.**
He She It	**is**		He She It	**is not**	
We You They	**are**		We You They	**are not**	

Present Progressive: *-ing* Spelling Rules

Present Progressive: *-ing* Spelling Rules	
rule	**examples**
Add **-ing** to the end of most verbs.	ask → ask**ing** go → go**ing**
For verbs that end in **e,** drop the **e** and add **-ing.**	dance → danc**ing** invite → invit**ing**
For verbs with one syllable that end in a vowel + a consonant, double the consonant and add **-ing.**	stop → sto**pping** run → ru**nning**
Do not double the consonant **w, x,** or **y.**	draw → draw**ing** fix → fix**ing** play → play**ing**
Double the consonant for verbs with two syllables that end in a consonant + vowel + consonant, with the stress on the last syllable.	begin → begi**nning** admit → admi**tting**
Do not double the consonant for verbs with two syllables that end in a consonant + vowel + consonant if the stress is *not* on the last syllable.	listen → listen**ing** open → open**ing**

Present Perfect Tense

- Use the **present perfect tense** to say that something happened in the past, when the exact time is not important.
- It is also used to talk about something that started in the past and continues to the present.
- The present perfect tense uses **have/has** and the past participle of a verb.
- The past participle of regular verbs ends in **-ed** or **-d:** walk**ed,** dance**d.**
- See page 437 for a list of irregular past participles.

Present Perfect Tense					
affirmative			**negative**		
I	**have**	already **walked.**	I	**have not**	already **walked.**
He She It	**has**		He She It	**has not**	
We You They	**have**		We You They	**have not**	

Contractions
have not = haven't
has not = hasn't

- Use the **present perfect tense** with *for* and *since* to talk about something that started in the past and continues to the present.
  John **has lived** in Florida for ten years.
  They **have been** sick since Monday.

Irregular Past Participles

Base	Past Participle	Base	Past Participle
be	been	leave	left
become	become	lie	lain
begin	begun	lose	lost
break	broken	make	made
bring	brought	mean	meant
build	built	meet	met
buy	bought	pay	paid
choose	chosen	put	put
come	come	read	read
cost	cost	ride	ridden
cut	cut	run	run
do	done	say	said
draw	drawn	see	seen
drink	drunk	sell	sold
drive	driven	send	sent
eat	eaten	sing	sung
fall	fallen	sit	sat
feel	felt	sleep	slept
find	found	speak	spoken
fly	flown	spend	spent
get	gotten	stand	stood
give	given	swim	swum
go	gone	take	taken
grow	grown	teach	taught
have	had	tell	told
hear	heard	think	thought
hold	held	understand	understood
keep	kept	wear	worn
know	known	win	won
lay	laid	write	written

Imperatives

- Use the **imperative** to give instructions, directions, or orders.
- The imperative is like the simple present without a subject. The implied subject is *you*.
- Strong orders end with an exclamation point (**!**).

Imperatives		
simple present	**imperative**	**negative imperative**
You turn left at the library.	**Turn** left at the library.	**Do not (Don't) turn** left at the library.
You take the bus.	**Take** the bus**!**	**Do not (Don't) take** the bus**!**

Simple Past Tense

Use the **simple past** tense of a verb to tell about an action that happened in the past.

Simple Past Tense of Regular Verbs

- Add **-ed** or **-d** to form the simple past tense of a regular verb.
- Contraction: **did not = didn't**

Verb	Simple Past	Affirmative Sentence	Negative Sentence
play	play**ed**	Sue **played** volleyball last week.	Sue **did not play** volleyball last week.
dance	dance**d**	I **danced** yesterday.	I **did not dance** yesterday.

Simple Past Tense of Irregular Verbs

Irregular verbs have special forms.

Base	Simple Past	Base	Simple Past	Base	Simple Past	Base	Simple Past
be	was/were	eat	ate	leave	left	sing	sang
become	became	fall	fell	lie	lay	sit	sat
begin	began	feel	felt	lose	lost	sleep	slept
break	broke	find	found	make	made	speak	spoke
bring	brought	fly	flew	mean	meant	spend	spent
build	built	get	got	meet	met	stand	stood
buy	bought	give	gave	pay	paid	swim	swam
choose	chose	go	went	put	put	take	took
come	came	grow	grew	read	read	teach	taught
cost	cost	have	had	ride	rode	tell	told
cut	cut	hear	heard	run	ran	think	thought
do	did	hold	held	say	said	understand	understood
draw	drew	keep	kept	see	saw	wear	wore
drink	drank	know	knew	sell	sold	win	won
drive	drove	lay	laid	send	sent	write	wrote

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Simple Past Tense of *be*

Simple Past Tense of *be*		
subject	**simple past of *be***	**statement**
I He She It	**was** **was not**	I **was** at school yesterday. She **was not** at school on Monday.
We You They	**were not** **were**	We **were not** thirsty. You **were** hungry.

Contractions
was not = wasn't
were not = weren't

Past Progressive Tense

- The **past progressive** form of a verb tells about an action that was happening at a particular time in the past or when something else happened.
- The past progressive uses the simple past tense of **be** and the **-ing** form of a verb.

Past Progressive Tense					
affirmative			**negative**		
I	**was**	eat**ing** dinner when a fire engine went by.	I	**was not**	eat**ing** dinner at 8:00 last night.
He She It	**was**		He She It	**was not**	
We You They	**were**		We You They	**were not**	

Past Perfect Tense

- Use the **past perfect tense** to talk about a past action or event that took place before another event took place in the past.
- The past perfect tense uses **had** and the past participle of a verb.
- See page 437 for a list of irregular past participles.

Past Perfect Tense					
affirmative			**negative**		
I	**had**	**studied** hard before the test yesterday.	I	**had not**	**studied** hard before the test yesterday.
He She It	**had**		He She It	**had not**	
We You They	**had**		We You They	**had not**	

Contractions
I had = I'd
you had = you'd
he had = he'd
she had = she'd
we had = we'd
they had = they'd

Future Tense

The **future tense** describes events in the future.

Future Tense with *will*

- One way to show the future tense is to use **will** before the main verb.
- Use **will** with all subject nouns and pronouns.

Future Tense with *will*	
affirmative	**negative**
I **will** go to the mall tonight.	I **will not** go to the mall tonight.
You **will** go at noon.	You **will not** go at noon.
He **will** buy a hat tomorrow.	He **will not** buy a hat tomorrow.
She **will** go next Tuesday.	She **will not** go next Tuesday.
It **will** be fun.	It **will not** be fun.
We **will** pay now.	We **will not** pay now.
They **will** use a credit card.	They **will not** use a credit card.

Affirmative Contractions

I will = I'll
you will = you'll
he will = he'll
she will = she'll
it will = it'll
we will = we'll
they will = they'll

Negative Contraction

will not = won't

Future with *going to* + verb

- You can also show the future time by using **be** + **going to** before the main verb.
- This is more informal than **will.**

Future Tense with *be + going to*	
affirmative	**negative**
I **am going to** go to the mall tonight.	I **am not going to** go to the mall tonight.
You **are going to** go at noon.	You **are not going to** go at noon.
He **is going to** buy a hat tomorrow.	He **is not going to** buy a hat tomorrow.
She **is going to** go next Tuesday.	She **is not going to** go next Tuesday.
It **is going to** be fun.	It **is not going to** be fun.
We **are going to** pay now.	We **are not going to** pay now.
They **are going to** use a credit card.	They **are not going to** use a credit card.

Future Perfect Tense

- Use the **future perfect tense** to say that something will be completed in the future or at the time of another action in the future.

Present Perfect Tense					
affirmative			**negative**		
I	**will have**	already **eaten** by 8:00 tonight.	I	**will not have**	already **eaten** by 8:00 tonight.
He/She/It	**will have**		He/She/it	**will not have**	
We/You/They	**will have**		We/You/They	**will not have**	

Question Types

- There are two types of questions: ***yes/no* questions** and **information questions**.
- The answer to a *yes/no* question is either *yes* or *no*.
- The answer to an information question is a piece of information.

Yes/No Questions with *be*

Simple Present

To ask *yes/no* questions with **be,** put **am, is,** or **are** before the subject.

Present Progressive

- To ask *yes/no* questions with **be,** put **am, is,** or **are** before the subject.
- Use the **-ing** form of the verb after the subject.

Simple Past

- To ask *yes/no* questions with **be,** put **was/were** before the subject.
- Use the base form of the verb after the subject.

Future

- To ask *yes/no* questions with **be,** put **will** before the subject.
- Use the base form of the verb after the subject.

Yes/No* Questions with *be

	statement	*yes/no* question	short answer
Simple Present	The kitchen **is** big.	**Is** the kitchen big?	Yes, **it is.** No, **it isn't.**
	The rooms **are** small.	**Are** the rooms small?	Yes, **they are.** No, **they aren't.**
Present Progressive	She **is being** serious.	**Is** she **being** serious?	Yes, **she is.** No, **she isn't.**
Simple Past	The window **was** open.	**Was** the window open?	Yes, **it was.** No, **it wasn't.**
	The doors **were** closed.	**Were** the doors closed?	Yes, **they were.** No, **they weren't.**
Future	You **will be** here tomorrow.	**Will** you **be** here tomorrow?	Yes, I **will.** No, I **won't.**
	My parents **will be** busy this weekend.	**Will** my parents **be** busy this weekend?	Yes, they **will.** No, they **won't.**

Yes/No Questions with Verbs Except *be*

Simple Present

- To ask *yes/no* questions with all verbs except **be,** put **do** or **does** before the subject.
- Use the base form of the verb after the subject.

Present Progressive

- To make *yes/no* questions with all verbs except **be,** put **am, is,** or **are** before the subject.
- Use the **-ing** form of the verb after the subject.

Simple Past

- To ask *yes/no* questions with all verbs except **be,** put **did** before the subject.
- Use the base form of the verb after the subject.

Future

- To make *yes/no* questions with all verbs except **be,** put **will** before the subject.
- Use the base form of the verb after the subject.

Yes/No* Questions with Verbs Except *be

	statement	*yes/no* question	short answer
Simple Present	He **likes** the house.	**Does** he **like** the house?	Yes, he **does.** No, he **doesn't.**
	They **study** in the kitchen.	**Do** they **study** in the kitchen?	Yes, they **do.** No, they **don't.**
Present Progressive	You **are sitting** in the living room.	**Are** you **sitting** in the living room?	Yes, I **am.** No, **I'm not.**
	She **is learning** how to drive.	**Is** she **learning** how to drive?	Yes, she **is.** No, she **isn't.**
Simple Past	You **ate** in the kitchen.	**Did** you **eat** in the kitchen?	Yes, I **did.** No, I **didn't.**
	You **read** a book in the living room.	**Did** you **read** a book in the living room?	Yes, we **did.** No, we **didn't.**
Future	He **will graduate** in 2010.	**Will** he **graduate** in 2010?	Yes, he **will.** No, he **won't.**
	We **will have** a test on Friday.	**Will** we **have** a test on Friday?	Yes, we **will.** No, we **won't.**

Information Questions

- Information questions start with a question word.
- Another name for information questions is **wh-** questions because most question words begin with **wh-** (**who, what, when, where, why**).
- The answer to an information question is a specific piece of information.

	Question Word	Helping Verb	Subject	Main Verb	
Simple Present	**Who**	do	you	see	in the picture?
Simple Past	**What**	did	you	see	at the museum?
Present Progressive	**Why**	are	you	watching	the movie?
Future Tense	**Where**	will	you	see	your friends?

Frequently Misused Verbs

Certain verbs are frequently misused.

Misused Verbs	Example
lie = to rest in a horizontal position	Present: I **lie** in my bed to take a nap. Past: The cat **lay** in the shade.
lay = to put something down	Present: **Lay** your keys on the table. Past: We **laid** a new rug on the floor.
sit = to take a sitting position	Present: I **sit** in the first row in class. Past: She **sat** quietly for 15 minutes.
set = to put or place something	Present: Please **set** the dish on the table. Past: I don't know where I **set** my keys.
rise = to go or get up	Present: My father usually **rises** at 6:00. Past: Yesterday, he **rose** at 7:00.
raise = to lift or bring something up	Present: **Raise** your hand if you have a question. Past: I **raised** my voice so the teacher could hear me.

Complete Sentences

- A sentence is a group of words. The words express a complete thought.
- A complete sentence has a subject and a verb.
- The subject tells who or what the sentence is about. The subject can be a noun or a pronoun.
- The verb tells about the subject.
- A complete sentence begins with a capital letter.
- A complete sentence ends with a punctuation mark: a period (.), a question mark (**?**), or an exclamation point (**!**).

Complete Sentences	Incomplete Sentences
My brother is in your math class.	Julien your brother. (no verb)
She needs a pen.	Exercises every day. (no subject)

Subject-Verb Agreement

- The **subject** and **verb** in a sentence must **agree** in number.
- When a subject is singular, the verb must be a singular form.
- When the subject is plural, the verb must be a plural form.

Subject-Verb Agreement	
singular subject + singular verb	**plural subject + plural verb**
She is a doctor.	**They are** teachers.
The man cooks breakfast every day.	**The children cook** dinner on the weekend.

Agreement with Compound Subjects

- A **compound subject** has two or more parts.
- The subjects are combined with conjunctions, such as **and** and **or.**
- If the conjunction is **and,** the verb is usually plural.
  Alex and Bob **play** soccer.
- If the conjunction is **or,** the verb agrees with the subject closest to the verb.
  A pen or a pencil **is** required.
  A book or two notebooks **are** required.

Declarative Sentence

- A **declarative sentence** states (or "declares") an idea, fact, or information.
- A declarative sentence usually ends in a period (.).

  My grandmother is a wise woman.
  John and Johanna are twins.

Interrogative Sentence

- An **interrogative sentence** asks a question.
- An interrogative sentence usually ends in a question mark (?).
- An interrogative sentence can ask for a *yes/no* answer or for specific information.

  Do you like tacos? (Answer: *yes* or *no*)
  Where were you born? (Answer: a specific place)

Imperative Sentence

- An **imperative sentence** gives an order or command.
- An imperative sentence does not include a subject. It uses the base form of the verb.
- An imperative sentence ends in a period (.) or an exclamation point (!).

  Please shut the door.
  Be careful!

Exclamatory Sentence

- An **exclamatory sentence** shows strong feeling.
- An exclamatory sentence ends in an exclamation point (!).

  I really like my English class!
  Hurry up! We're late.

Sentence Types

Clauses

- Most sentences are made of **clauses.** Clauses have at least one **subject** and one verb.
  Raoul did his homework.
- An **independent clause** can stand alone as a sentence. It expresses a complete thought.
  Raoul did his homework.
- A **dependent clause** cannot stand alone as a sentence. It must be used with an independent clause.
  Before he went to bed, Raoul did his homework.
  [dependent clause] [independent clause]

Sentence Types

There are different sentence types. Using different types of sentences can make your writing more interesting.

	Feature	Example
Simple Sentence	one independent clause (there is no dependent clause)	Raoul got up early.

	Feature	Example
Compound Sentence	two independent clauses joined by a conjunction such as **and, but, or, nor, so, yet** (there is no dependent clause) NOTE: A comma links the two independent clauses.	Raoul got up early, **and** then he left for school.

	Feature	Example
Complex Sentence	an independent clause and at least one dependent clause	Although he went to bed late, Raoul got up early.
	an independent clause and a dependent clause joined by relative pronouns such as **who, that, which, whose, where**	Raoul read the book **that** his English teacher assigned.

	Feature	Example
Compound-Complex Sentence	at least two independent clauses and at least one dependent clause	Because I am a good student, some people expect me to speak perfectly, and other people expect me to write perfectly.

How to Use a Dictionary and a Thesaurus

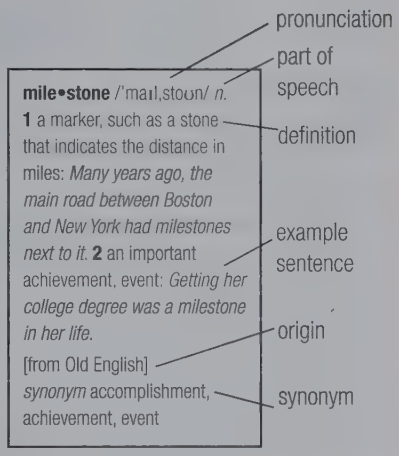
How to Use a Dictionary

A good dictionary is an important reference tool. A dictionary can help your writing because it helps you to understand and select appropriate words for your writing.

Dictionaries are available in printed book form, on CD-ROM, and online.

Features of a Dictionary

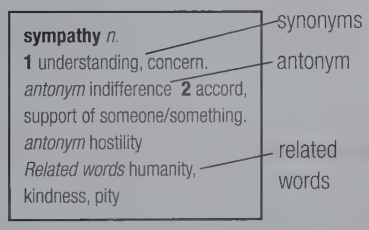
- Word entries are organized alphabetically from A to Z.
- An entry starts with a headword. The headword shows how the word is broken into syllables.
- After the headword, you will find the pronunciation and syllable stress. Dictionaries use symbols to represent sounds. These symbols are used to help you pronounce the word in a way that most people will understand. The pronunciation also shows which syllable is stressed.
- Next, you'll find grammatical information. For each word, there is an abbreviation that tells you the part of speech—noun, pronoun, adjective, verb, adverb, preposition, conjunction, or interjection—that the word represents.
- Next is the definition—what the word means. When there are multiple meanings, the meanings are numbered.
- Entries often include an example sentence to show how to use the word in context.
- Some dictionaries also include the origin of the word. English has been spoken for about 1,500 years, so knowing word origins helps you understand when a word came into the language and where it came from.
- Some dictionaries also include synonyms (words with similar meanings) and antonyms (words with opposite meanings).



How to Use a Thesaurus

A thesaurus is another important reference tool.

- A thesaurus includes words and their **synonyms**—words that have the same or similar meanings.
- Some thesauruses also include **antonyms**—words that have opposite meanings.
- It may also include related words or concepts.
- Thesauruses are available in printed book form, on CD-ROM, and online.
- Use a thesaurus to help you vary your word choices and make your writing more interesting.
- When you know the meaning of the synonym or the antonym of an unknown word, you can determine that word's meaning.



Spelling

Spelling Rules

i before *e* except after *c* or when pronounced *ay*

- **i** before **e:** fr**ie**nd, br**ie**f, n**ie**ce, f**ie**rce
- after **c:** rec**ei**ve, c**ei**ling
- pronounced *ay*: **ei**ght, n**ei**ghbor, w**ei**gh, th**ei**r

q and *u*

- Always put the letter **u** after the letter **q:** **qu**ick, **qu**estion, **qu**iz.

Noun Plurals

- Add **-s** to form the plural of most nouns.
  paper / paper**s**
- For nouns ending in **-s, -x, -z, -ch, -sh:** add **-es.**
  gas / gas**es** box / box**es** sandwich / sandwich**es** dish / dish**es**
- For nouns ending in consonant + **y:** change the **y** to **i** and add **-es.**
  family / famil**ies**
- For nouns ending in **-f** or **-fe:** change the **-f** or **-fe** to **-ves.**
  loaf / loa**ves** life / li**ves**
- For nouns ending in vowel + **o:** add **-s.**
  radio / radio**s**
- For nouns ending in consonant + **o:** add **-es.**
  tomato / tomato**es**

Suffixes

- When adding a suffix that begins with a vowel: drop a final silent **-e.**
  combine / combin**ation** remove / remov**able**
- When adding a suffix that begins with a consonant: keep the final silent **-e.**
  achieve / achiev**ement** care / car**eful**
- When adding a suffix to a one-syllable word that ends in vowel + consonant: double the consonant.
  hit / hi**tting** stop / sto**pped**
- Change a final **y** to **i,** except when adding **-ing.**
  day / da**ily** try / tr**ied** play / pla**ying**

Frequently Misspelled Words

address	broccoli	embarrass	government	jewelry	library	necessary	prejudice	scissors	through
arctic	calendar	exercise	height	judgment	mathematics	neighbor	raspberry	separate	truly
beginning	definite	fascinate	humorous	ketchup	miniature	occasion	receive	sincerely	until
believe	desperate	February	independent	knowledge	misspell	piece	rhythm	special	Wednesday
bicycle	disastrous	foreign	jealous	leisure	mysterious	precede	science	thorough	weird

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Homophones

- **Homophones** are words that have the same pronunciation but different spellings and meanings.

Homophone	Example
to = part of a verb infinitive; also a preposition	I want **to** read my book. I went **to** the store for my grandfather.
two = the number 2	My **two** shoes are beside the bed.
too = also	My books are at home. My notebook is, **too.**
it's = it is	**I** lost my backpack. **It's** not in my bedroom.
its = possessive adjective	I like that house and especially **its** porch.
their = possessive adjective	**Their** room is usually messy.
they're = they are	**They're** always quiet.
there = place	My house is over **there** by the shopping mall.
your = possessive adjective	When is **your** birthday?
you're = you are	**You're** the best teacher in the school.

Other homophones

buy (to purchase) / **by** (a preposition) / **bye** (short form of good-bye)
fir (tree) / **fur** (animal hair)
hair (on your head) / **hare** (animal)
pair (two) / **pear** (fruit)
peace (quiet; no war) / **piece** (part of something)
scene (part of a play) / **seen** (past participle of the verb *see*)
write (form letters or words) / **right** (correct; a direction)

Homographs

- **Homographs** are words that are spelled the same but have different meanings.
- They may or may not have the same pronunciation.

Homograph	Example
dove = a small bird	A white **dove** flew by.
dove = past tense of the verb *dive* (different pronunciation)	I **dove** into the swimming pool.
just = fair and reasonable	My mother is a **just** person.
just = a short time ago (same pronunciation)	The baby **just** fell asleep.
tear = rip	He has a **tear** in his shirt.
tear = water from the eye (different pronunciation)	There are **tears** in her eyes.
well = in good health	Marco doesn't feel **well.**
well = a hole made in the ground to reach water, oil, etc. (same pronunciation)	There is no water left in the **well.**

Roots, Prefixes, Suffixes

Common Greek and Latin Word Roots

Greek Root	Meaning	Example
astro	star	astronaut
auto	self	automatic
biblio	book	bibliography
bio	life	biology
meter	measure	speedometer
micro	small	microscope
sphere	ball	hemisphere
tele	from afar	telephone

Latin Root	Meaning	Example
centi	hundred	centipede
contra	against	contrary
dict	say, speak	dictate
fract	break	fraction
man	hand	manual
pop	people	population
struct	build	construct
vid/vis	see	video/visual

Prefixes

- A **prefix** is a group of letters added to the beginning of a word.
- The word it is added to is called the **root word.**
- The prefix changes the meaning of the root word.

Prefix	Meaning	Example
anti-	against	antifreeze
bi-	two	bicycle
dis-	not, opposite	dislike
inter-	between	international
mid-	middle	midway
mis-	not, incorrectly	misunderstand
over-	over	overlook
pre-	before	preview
re-	back, again	rewrite
super-	above	superstar
un-	not	unhealthy

Suffixes

- A **suffix** is a group of letters added to the end of a root word.
- A suffix changes the meaning of the root word.

Suffix	Meaning	Example
-able	can be done	removable
-en	made of	wooden
-er, -or	one who	worker, actor
-ful	full of	careful
-ist	one who	dentist
-less	without	fearless
-ment	action or process	enjoyment
-ness	condition of	kindness
-ous	possessing the qualities of	gaseous
-tion	act, process	attraction

Syllabication

- A **syllable** is a unit of pronunciation.
- A syllable contains only one vowel sound.
- A word can have one or more syllables.
- Dividing words into syllables helps you learn how to pronounce them.

Closed Syllables

- A closed syllable ends in a consonant.
- A closed syllable has one vowel.
- The vowel sound in a closed syllable is short.

  sat, run, nap/kin, **sub/ject**

Open Syllables

- An open syllable ends in a vowel.
- The vowel sound in an open syllable is usually long.

  me, no, she, mu/sic, **ta**/ble, **o**/pen

Final -e Syllables (VCe)

- A final **-e** syllable ends in a vowel (V), a consonant (C), and a final **-e.**
- The final **-e** is silent and makes the earlier vowel long.

  make, cute, hope a/**lone,** in/**side**

Vowel Digraphs (Vowel Teams)

- A vowel digraph (or vowel team) is created when two vowels together form one vowel sound in the same syllable.
- The vowel sound in a vowel digraph syllable is long.

  boat, meat, ex/**plain,** re/**peat, sea**/son

r-Controlled Vowels

- **r**-controlled vowels contain a vowel followed by an **r.**
- The vowel sound is affected by the **r.**
- When dividing a word into syllables, the vowel and the *r* usually stay in the same syllable.

  car, her, bird, but/**ter,** en/**ter, per**/son

Consonant + -le

- A common syllable spelling pattern is a consonant + **-le.**
- The **e** is silent.
- The syllable appears at the end of a word.

  ta/**ble,** cir/**cle,** ti/**tle**

Punctuation

Period (.)

Declarative Sentence	A statement is called a declarative sentence. Put a period at the end of a declarative sentence.	Today is the first day of school.
Abbreviations	An abbreviation is a short form of a word. Put a period at the end of an abbreviation.	Tuesday → Tues. inch → in.

Question Mark (?)

Questions	A question is also called an interrogative sentence. Put a question mark at the end of a question.	What is your name? Are you going to the party?

Exclamation Point (!)

Exclamations and Emphasis	An exclamation point at the end of a sentence shows strong feelings or surprise. Use exclamation points with exclamatory sentences and with imperative sentences for emphasis.	The burrito was delicious! Don't eat the lettuce! I didn't wash it yet!

Comma (,)

Items in a Series	Use a comma after each part of a series. A series has three or more parts.	I have a pen, a pencil, and a book.
In Dates	Use a comma after the day in a date.	September 13, 2009
In Addresses	Use a comma before an apartment number. Use a comma after a city.	126 First St., Apt. 3A Santa Ana, CA 92701
In Letters	Use a comma after the greeting and the closing in a friendly letter.	Dear Aunt Mary, Your friend,
In Compound Sentences	Use a comma to link independent clauses in a compound sentence joined by conjunctions: **and, but, or, nor, for, so, yet.** The comma comes before the conjunction.	I like apples, but I prefer strawberries. You need to leave now, or you'll miss the bus.

Apostrophe (')

Contractions	An apostrophe takes the place of missing letters in contractions.	it is → it's he will → he'll
Possessives	An apostrophe + **s** indicates possession. If the word is singular and ends in **s**, add **'s.** If the word is plural and ends in **s**, just add an apostrophe.	the girl**'s** book Lois**'s** book the boys' house

Quotation Marks (" ")

Quotations	Quotation marks show the exact words people say. Put quotation marks where the speaker's words start and stop. Put a comma between the quote and the speaker of the quote.	"Let me clean the car," Ramón said. Ramón said, "Let me clean the car."
Titles	Use quotation marks for titles of articles in newspapers and magazines, poems, songs, and short stories.	Did you read the article "New Park Opens" in *The Daily News*? My favorite poem is "The Road Not Taken," by Robert Frost.

Parentheses (( ))

Extra Information	Parentheses are curved signs that give extra information or an explanation in a reading.	You use it to access (make use of) hundreds of Web sites.

Semicolon (;)

To Connect Independent Clauses	Use a semicolon to connect two independent clauses when there is no conjunction (such as **and, but, or, nor**).	Some people like country music; some people don't.

Colon (:)

In Time	Use a colon to separate hours from minutes.	10:15 AM 9:33 PM
In Letters	In a business letter, use a colon after the greeting.	Dear Mr. Best:
A List	Use a colon to introduce a list.	Kim enjoys lots of physical activities: hiking, swimming, soccer, and baseball.

Italics

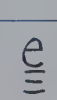
- When using a computer, use *italics* in the situations below.
- When using handwriting, use underlining.

For Emphasis	Use italics for words you want to emphasize.	Do you *really* want to go?
Titles of Documents	Use italics for titles of: documents, newspapers, magazines, books, movies.	*The Constitution* *The Sunday News* *Fun Magazine* *The Pearl*
Foreign Words	Use italics for foreign words in an English sentence.	In Turkish, the first two numbers are *bir* and *iki*.

Capitalization

First Word in Sentence	Use a capital letter for the first word in a sentence.	**A** word problem uses words and data.
First Word in a Quoted Sentence	Use a capital letter for a quotation that is a complete sentence. Do not use a capital letter for the second part of a quoted sentence that is interrupted.	He said, "**W**e are leaving at 4:00." "We are leaving," he said, "at 4:00."
Pronoun "I"	The subject pronoun **I** always has a capital letter.	Mario is hungry, but **I** am not.
Proper Nouns	The names of the days and months always begin with capital letters. The names of people and titles always begin with capital letters.	My birthday is **T**uesday, **M**arch 24th. My father's name is **D**r. **I**brahim.
Nationalities, Languages, Academic Courses, Organizations, Holidays, Historical Events, and Special Events	Use capital letters for the names of nationalities, languages, academic courses, organizations, holidays, historical events, and special events.	**A**merican **S**panish **A**lgebra I **T**he **A**merican **R**ed **C**ross **F**ourth of **J**uly **B**attle of **G**ettysburg **W**inter **C**oncert
Specific Places and Geographical Names	Use capital letters for street names. Use capital letters for the names of cities, states, countries. Use capital letters for the names of mountains, rivers, lakes, and oceans.	**F**ifth **A**venue, **E**ast **S**treet **S**acramento, **C**alifornia **U**nited **S**tates the **R**ocky **M**ountains, the **H**udson **R**iver, **L**ake **E**rie, the **P**acific **O**cean
Titles of Works	Capitalize the first word and the important words in the titles of books, magazines, newspapers, works of art, musical compositions.	***B**efore **W**e **W**ere **F**ree* ***S**cientific **M**agazine* ***C**ommunity **N**ewspaper* ***M**ona **L**isa* "**S**ymphony **N**o. 5"

Editing and Proofreading Symbols

Symbol	Meaning
	insert a paragraph indent
	transpose (move around) letters, words, or sentences
	check spelling
	insert word, words, or punctuation mark
	delete/take out
	insert a comma
	insert a period
	insert a semicolon
	insert a colon
	insert quotation marks
	make a capital
	make lowercase
	insert a space
	close up the space

Revising and Editing

Revising and Editing Checklist

1. **Development of Ideas/Content**
   - **a.** Did I choose an appropriate form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) for my purpose?
   - **b.** Is the purpose of my writing clear?
   - **c.** Is my writing focused on the topic I chose to write about?
   - **d.** Did I support my ideas with details, facts, examples, and explanations?
   - **e.** Did I write appropriately for my audience?

2. **Organization**
   - **a.** Is my writing clear and logical?
   - **b.** Do I have a strong, interesting beginning that gets the reader's attention?
   - **c.** Did I group related ideas? Did I use transition words correctly?
   - **d.** Did I maintain a consistent focus?
   - **e.** Do my ideas progress logically? Can I improve the progression?
   - **f.** Can I improve the meaning and focus of my writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences?
   - **g.** Do I have a strong ending that summarizes my topic?

3. **Sentence Structures**
   - **a.** Are my sentences complete? Do they have a subject and a verb?
   - **b.** Did I use declarative, interrogative, imperative, and exclamatory sentences appropriately?
   - **c.** Did I make sure that there are no run-on sentences or fragments?
   - **d.** Did I use different types of sentences—simple, compound, complex, and compound-complex?
   - **e.** Can I revise to connect short, related sentences with appositives, participial phrases, adjectives, adverbs, conjunctions, transitions, and prepositional phrases?

4. **Paragraph Structure**

   Single Paragraph
   - **a.** Does my paragraph have a topic sentence?
   - **b.** Did I support my topic sentence with facts and details?

   Multi-Paragraph
   - **a.** Did I provide an introductory paragraph?
   - **b.** Did I establish and support a central idea with a topic sentence at or near the beginning of the first paragraph?
   - **c.** Did I include supporting paragraphs with simple facts, details, and explanations?
   - **d.** Did I provide details and transitional expressions that link one paragraph to another in a clear line of thought?
   - **e.** Did I conclude with a paragraph that summarizes the points?

5. Grammar and Usage (see pages 430–446)

- **a.** Is my writing in the right tense (for example, present or past tense)?
- **b.** Did I use subject pronouns and object pronouns correctly?
- **c.** Did I use the pronouns *she*, *her*, or *hers* for women and girls, and *he*, *him*, or *his* for men and boys?
- **d.** Do my verbs agree with their subjects? Did I use singular verb forms with singular subjects and plural verb forms with plural subjects?
- **e.** Did I use articles, nouns, adjectives, and compound words correctly?
- **f.** Did I use correct verb forms (regular and irregular) and appropriate verb tenses?

6. Word Choice

- **a.** Did I choose exact and descriptive words?
- **b.** Did I use a dictionary, thesaurus, or glossary to help me choose better words?
- **c.** Did I eliminate extra words so that my writing is not wordy?

7. Writing Conventions

Form

- **a.** Did I write my name and the date?
- **b.** Did I write a title and underline it?
- **c.** Did I leave margins at the top and bottom and on both sides of the paper?
- **d.** Did I use correct spacing between letters in words and words in a sentence?
- **e.** Did I indent the first line of each paragraph?
- **f.** Did I use my best handwriting or, if I used a computer, did I create an attractive presentation?
- **g.** Did I need to include a bibliography? If so, did I correctly cite my references?

Spelling (see pages 448–449)

- **a.** Did I check the spelling of all words I'm not sure about?
- **b.** If I wrote my paper on a computer, did I use the spell check?

Punctuation (see pages 452–453)

- **a.** Did I punctuate each sentence with the right punctuation mark?
- **b.** For direct speech, did I use quotation marks and commas correctly?
- **c.** Did I use apostrophes correctly in contractions and possessives?
- **d.** Did I use parentheses for extra information?
- **e.** Did I use commas, colons, and semicolons correctly?

Capitalization (see page 454)

- **a.** Did I capitalize the pronoun "I" and the names of proper nouns?
- **b.** Did I start each sentence with a capital letter?

8. My Own Criteria

What are some things you want to look for in your writing?

- **a.**
- **b.**
- **c.**

The Research Process

The Research Process

STEP 1 Identify a topic.
Choose a topic that is specific, not general. It is difficult to research and write about a general topic.

General Topic	Specific Topic
Rain Forests	The Climate of the Rain Forests
	Ways to Save the Rain Forests

STEP 2 Frame a central question or questions about your topic.
Your questions guide your research. As you find out information, write new questions and revise your original questions, as necessary.

STEP 3 Use references.
Find out more about your topic by using a variety of reference resources.

Reference	Description	How to Use It
computer catalog	database of all books in the library	Type in keywords to find books and other references related to your topic. Ask the librarian for help, if necessary.
books	books with information related to your topic	Look at the table of contents, preface, appendix, and index to locate content related to your topic. Also look at citations, end notes, and bibliographic entries that provide more information.
encyclopedias	collection of articles on thousands of topics; often include illustrations, photos, charts, and maps	Print encyclopedias: Look up topics in alphabetical order; they often have cross-references to related topics. CD-ROM or online encyclopedias: Type in keywords related to your topic, then click on the articles; links within the articles indicate cross-references.
atlas	collection of maps that show location of places or other features, such as geographic, economic, or political features	Print atlas: Look at the table of contents or index to locate information related to your topic. CD-ROM or online atlas: Type in keywords related to your topic, then click on the links.
almanac	yearly publication that includes lists, tables, and brief articles relating to a topic	Print almanac: Look at the table of contents or index to locate information related to your topic. CD-ROM or online almanac: Type in keywords related to your topic, then click on the links.

Reference	Description	How to Use It
dictionary	list of words in alphabetical order with pronunciation, part of speech, meanings, and often word origins	Print dictionary: Look up the word alphabetically. CD-ROM or online dictionary: Type in the word.
thesaurus	dictionary of synonyms (words with the same or similar meanings); often includes antonyms (words with opposite meanings)	Print thesaurus: Look up the word alphabetically; use the head words (words at the top of the page) to guide you. CD-ROM or online thesaurus: Type in the word.
magazine	a weekly or monthly publication that includes articles, stories, essays, and photos	Use an electronic database at the library to locate magazines with articles about your topic. Use the table of contents of the magazine to find the article. Current issues are usually on display. Older ones will be in the electronic archives.
newspaper	a daily or weekly print paper containing news articles	Use an electronic database at the library to locate articles about your topic. Current issues are usually on display. Older ones will be in the electronic archives.
Internet	a computer network of electronic information	Type keywords into a browser. Scan the links to find sites that seem useful.

STEP 4 Take notes on note cards.

Note cards help you keep track of the information you find and the sources of the information. Use note cards to organize this information.

a. Follow the format below to record the information that answers your questions.
b. Paraphrase or summarize the information from your source. Use your own words.
c. If you cite words directly from the source, you must use quotation marks.
d. Provide the complete source information. See page 460 for how to cite sources.

TOPIC: _____

Question: _____
(What do you want to know?)

Paraphrase or summarize your source:
OR **"Quote" your source:**

Source:

When citing sources using handwriting, use underlining as shown below.
When using a computer, use *italics*.

Citations for Reference Sources

reference	how to cite
book	Author. Title of Book, City of Publication: Publisher, Year. **Example:** Roper, Edward R. Rain Forest, New York: Omni Publishing, 1998.
encyclopedia	Author of Article, "Title of Article." Title of Book. City of Publication: Publisher, Year. **Example:** Alpert, Louis C. "Inca." Encyclopedia Americana, International Edition. 1999.
magazine or newspaper	Author of Article. "Title of Article." Title of Magazine or Newspaper Date: Page(s). **Example:** Tyler, Dawn. "On the Sands." Hawaii Living February 1998: 20-23.
Internet article	Creator's Name (if given). "Title of Article." Web Page Title. Institution or Organization. Date of access. <URL address>. If you cannot find the information, use the web address as the citation. **Example:** Likakis, Angela. "The World of Science." Science News. Science Resource Center. InfoSci. February 28, 1998. <http://infosci.thinkgroup.com/itweb/boston_massachusetts>

STEP 5 Write your research paper.

a. Organize your note cards in logical sequence.
b. Create an outline from your notes. See page 461 for how to create an outline.
c. Use your outline to draft your paper.
d. Revise and edit your paper. Use the Research Paper Checklist on page 462.
e. Incorporate visuals.

STEP 6 Create a title page, table of contents, and bibliography.

a. The first page should include the title of your research paper, centered on the page. Include your name and the date in the bottom right-hand corner.
b. At the beginning of your research paper, make a "Table of Contents" to show the organization.
c. At the end of your paper, start a new page with the title "Bibliography."
d. In your bibliography, list all your sources. Use the correct citation format. List your sources in alphabetical order.

Research Paper Outline

1. Sort your note cards before you do your outline.
2. Organize topics and subtopics into a logical order.
3. Write a topic or a thesis.
4. List major headings after a Roman numeral and a period.
5. List subtopics after a capital letter and a period.
6. List supporting details and examples after a number and a period.

Title

I. Topic 1 or Thesis
   A. Subtopic 1
      1. Detail/Example
      2. Detail/Example
   B. Subtopic 2
      1. Detail/Example
      2. Detail/Example

II. Topic 2 or Thesis
   A. Subtopic 1
      1. Detail/Example
      2. Detail/Example
   B. Subtopic 2
      1. Detail/Example
      2. Detail/Example

III. Topic 3 or Thesis
   A. Subtopic 1
      1. Detail/Example
      2. Detail/Example
   B. Subtopic 2
      1. Detail/Example
      2. Detail/Example

IV. Topic 4 or Thesis
   A. Subtopic 1
      1. Detail/Example
      2. Detail/Example
   B. Subtopic 2
      1. Detail/Example
      2. Detail/Example

V. Conclusion (restate thesis)

Research Paper Checklist

1. **Research**
   - **a.** I framed a central question.
   - **b.** I researched my question using a variety of reference materials.
   - **c.** I took notes with information from these sources.
   - **d.** I revised my research questions and added new ones as needed.
   - **e.** I organized my information in an outline.
   - **f.** I used at least three sources.

2. **Reference Materials**
   - **a.** I evaluated each reference source for credibility.
   - **b.** I did not plagiarize. I summarized and paraphrased, or I quoted my sources.
   - **c.** I documented sources for all information that is not my own opinion.
   - **d.** When I used exact words from a source, I put them in quotation marks and cited where they came from.

3. **Organization**
   - **a.** I stated my thesis clearly in the introduction.
   - **b.** I stayed focused on my topic and thesis.
   - **c.** I combined short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
   - **d.** I used transitional words between paragraphs.
   - **e.** I summarized and answered my thesis question in the conclusion.

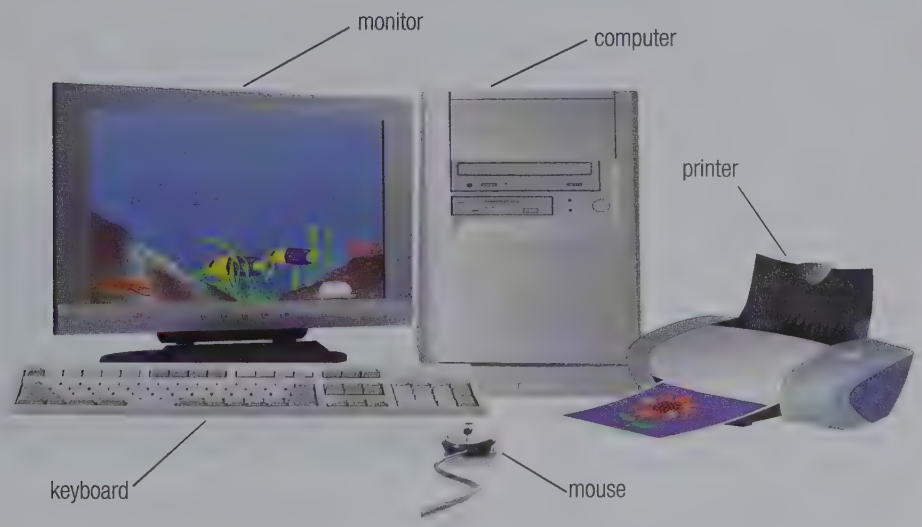
4. **Writing**
   - **a.** I checked my spelling with a dictionary or with the computer's spell check.
   - **b.** I checked my punctuation in every sentence.
   - **c.** I checked my choice of words.
   - **d.** I checked my verb tenses and subject-verb agreement.

5. **Form**
   - **a.** I wrote an interesting title that reflects the subject.
   - **b.** I wrote my name and date.
   - **c.** I used correct margins on each page.
   - **d.** I used double spacing on the computer.
   - **e.** I indented each paragraph.
   - **f.** I used correct capitalization and punctuation.
   - **g.** I cited my sources correctly.

6. **Evaluation**
   - **a.** I thought about how well I answered my research questions.
   - **b.** I thought about questions for further research.

The Computer

You can use a computer to help you work. You can also use a computer to help you find information. A computer is made up of **hardware** and **software.** Hardware is the part of the computer that you can touch. Software is the instructions that make the computer work.



Computer Hardware

1. The most important part of a computer is the box that contains the computer's memory. Your information is stored in the computer's memory.
2. You give information to the computer by typing on a keyboard or by clicking a mouse.
3. You see the information on the monitor. The monitor looks like a television screen.
4. You can use a printer to print the information on paper.

Computer Software

Software is made to do a special kind of job. For example, there is software that helps you write and edit your writing (word processing). There is software that makes it easy to create presentations. Other software lets you find information on the Internet. These pieces of software are also called **programs** or **applications.**

Word Processing

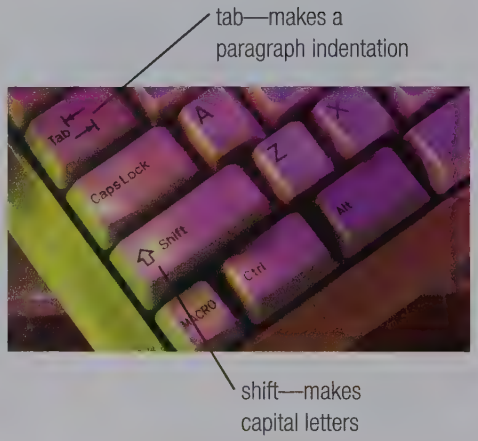
A word processing program is a tool for writing. You can use it to:

- correct mistakes, move text around, and add or delete text.
- do spelling and grammar checks to help you find and correct errors.
- find synonyms by using a thesaurus in the program.
- create visuals.
- choose text features such as **boldface type** and *italic type*.

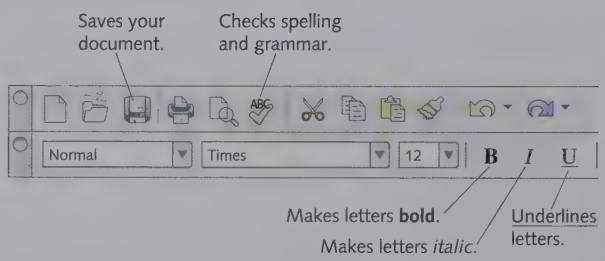
How to Create a Document

Anything that you write in a word processing program is called a **document.**

1. Make sure that the computer is on.
2. Find the **icon** (the little picture) for your word processing program on the screen.
3. Use the mouse to move the arrow onto the word processing icon and click on the program to open it. Different computers do this in different ways. Ask someone to help you.
4. When the program opens, you can start typing.
5. You can learn how to use special keys on the keyboard. For example, if you press the key marked **Tab** when you are at the beginning of a line, the computer will make a paragraph indent. The **Shift** keys make capital letters.



6. Look at the icons in this illustration. You can click on these icons with the mouse to make special effects such as **bold** or *italic* type. (The icons on your program might be different from these.)



7. VERY IMPORTANT: The computer will not "remember" your work by itself. You have to save it to the computer's memory. There is a Save icon that will make the computer do this. When you click on the Save icon the first time, the computer will ask you to name your document. As you write, save your work often.
8. When you have finished your first draft, use the spelling and grammar checks to find and fix errors. You can add text features and visuals if you like. Print your work or send it to someone by e-mail.

Technology Presentations

Using media such as video, graphics, and slides on a computer can make your oral presentations clearer and more interesting.

STEP 1 Plan the media parts of your presentation.

1. Plan, organize, and prepare your presentation. Take notes on how technology could help make your points.
   - **a.** Is there a video that would help show your idea? Could you make one?
   - **b.** Would music add to your presentation? What kind? Where can you get it?
   - **c.** Should you show charts and visuals on the computer?
2. Make note cards. Use one card for what you will say and another card for the technology parts. Put the cards in order.

Card 1 My speech	Card 2 Media	Card 3 My speech
Sports Important in our community Most people like some kind of sport. Introduce video.	Play video of sports scenes in town.	Sports are fun. Teamwork Healthy

STEP 2 Prepare the media parts of your presentation.

1. Find or create the images and sounds that you want to use. Look in the "Clip Art" section of your software or scan art or photos into your program.
2. If available, use the presentation software on your computer to organize the images and sounds.

STEP 3 Practice your presentation.

1. Practice your technology presentation out loud.
2. Ask a partner to watch your presentation and give suggestions for improvement.

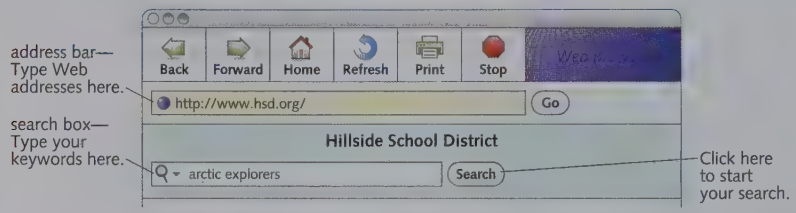
STEP 4 Give your technology presentation to your audience.

1. Set up your equipment early to be sure that everything is working.
2. After your presentation, ask the audience to evaluate your presentation.

How to Use the Internet

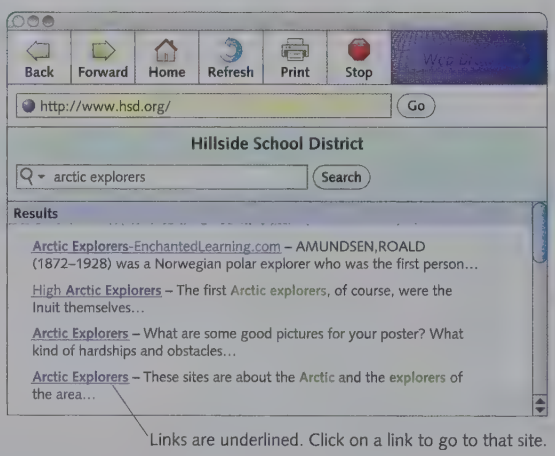
Key Definitions

Internet	millions of computers connected together to exchange information
Web sites	locations on the Internet
browser	software that lets you see Web sites
keywords	words typed into a search engine to find information on a certain topic
link	takes you to another Web site or to another place on the same Web site when you click your mouse on it



Do Research on the Internet

1. Open your browser. Ask your teacher or a classmate how to do this.
2. Type keywords for your topic in the "search" box. Click on the button that says "go" (or "start" or "search").
3. Look at the list of Web sites that comes up on the screen. Choose one of the sites that seems interesting and click on it.
4. On a Web site, there are pages of information. Sometimes there are links to take you to other Web sites.
5. If you already know the exact address of a Web site, you can type it into the address bar. For example, http://visions.heinle.com.



Use Information from the Internet

Many Web sites have good information. Others may have mistakes, or they may tell only one side of an issue. You must evaluate the information that you find on the Internet. Ask your teacher or another adult for suggestions of sites that you can trust. Use other resources to check the information you find on the Internet.

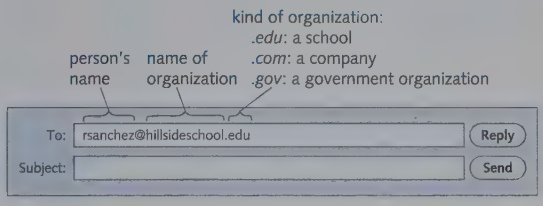
How to Use E-Mail

Key Definitions

e-mail	software that lets you type a message and send it to someone else who has e-mail
e-mail address	where the e-mail system sends the message
inbox	a list of who sent you messages and what the messages are about

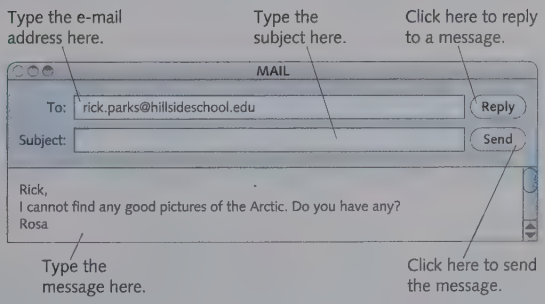
Read an E-Mail Message

1. Open the e-mail program. Ask your teacher or a classmate how to do this. See if there are any new messages in your inbox.
2. Open a message. Programs do this differently. Usually you double click the mouse on the message.
3. Read the message.
4. If you want to keep the message, do not do anything. The computer will save it in your inbox. If you want to discard the message, click on the "delete" button on the toolbar.
5. To send an answer back, click on the "reply" button. Write your message and click "send."

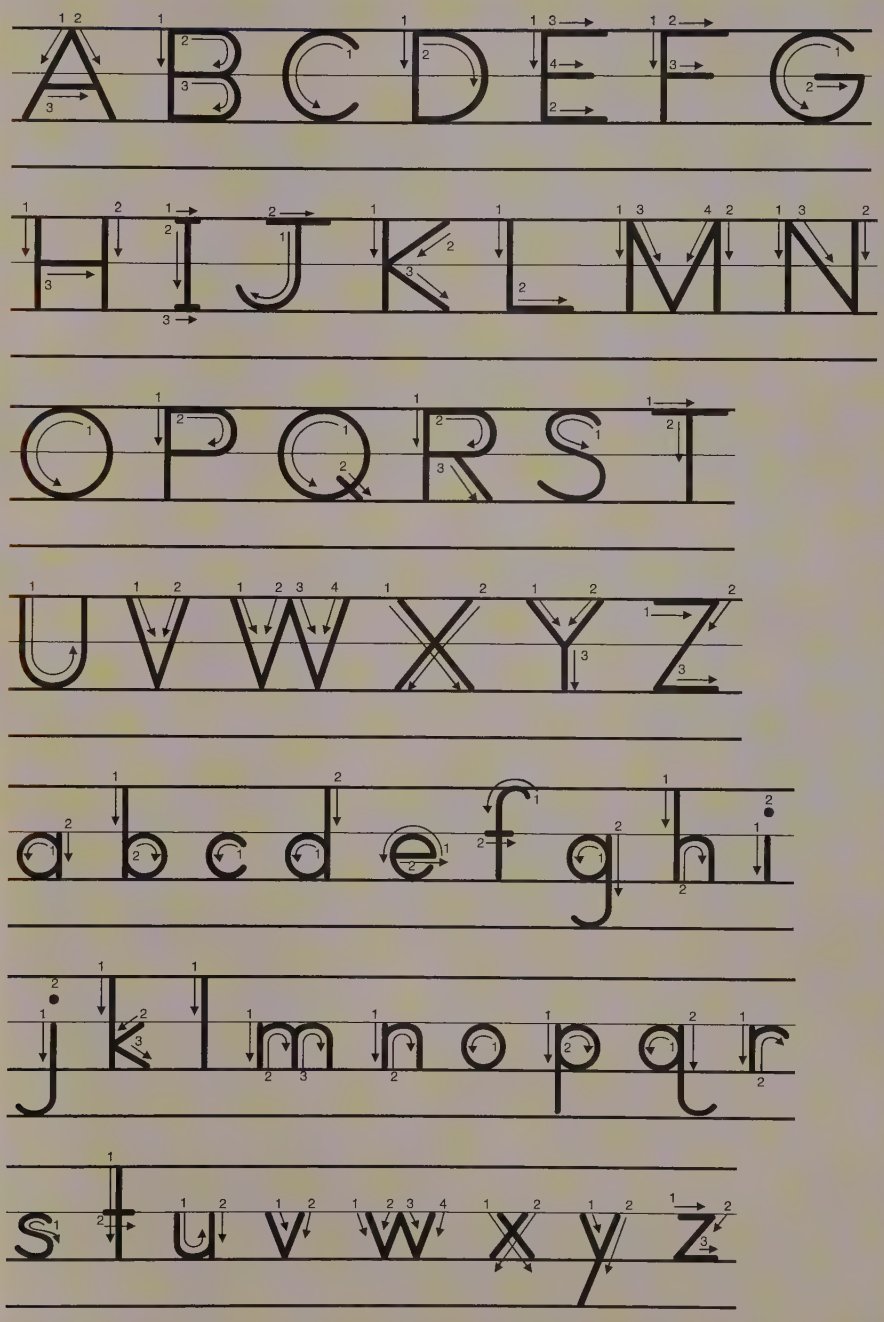


Send an E-Mail Message

1. Open your e-mail program.
2. On the toolbar, click on the "new message" button.
3. Type in the address of the person you are writing to.
4. Type in a subject that tells what the message is about.
5. Type your message.
6. Click on the "send" button.

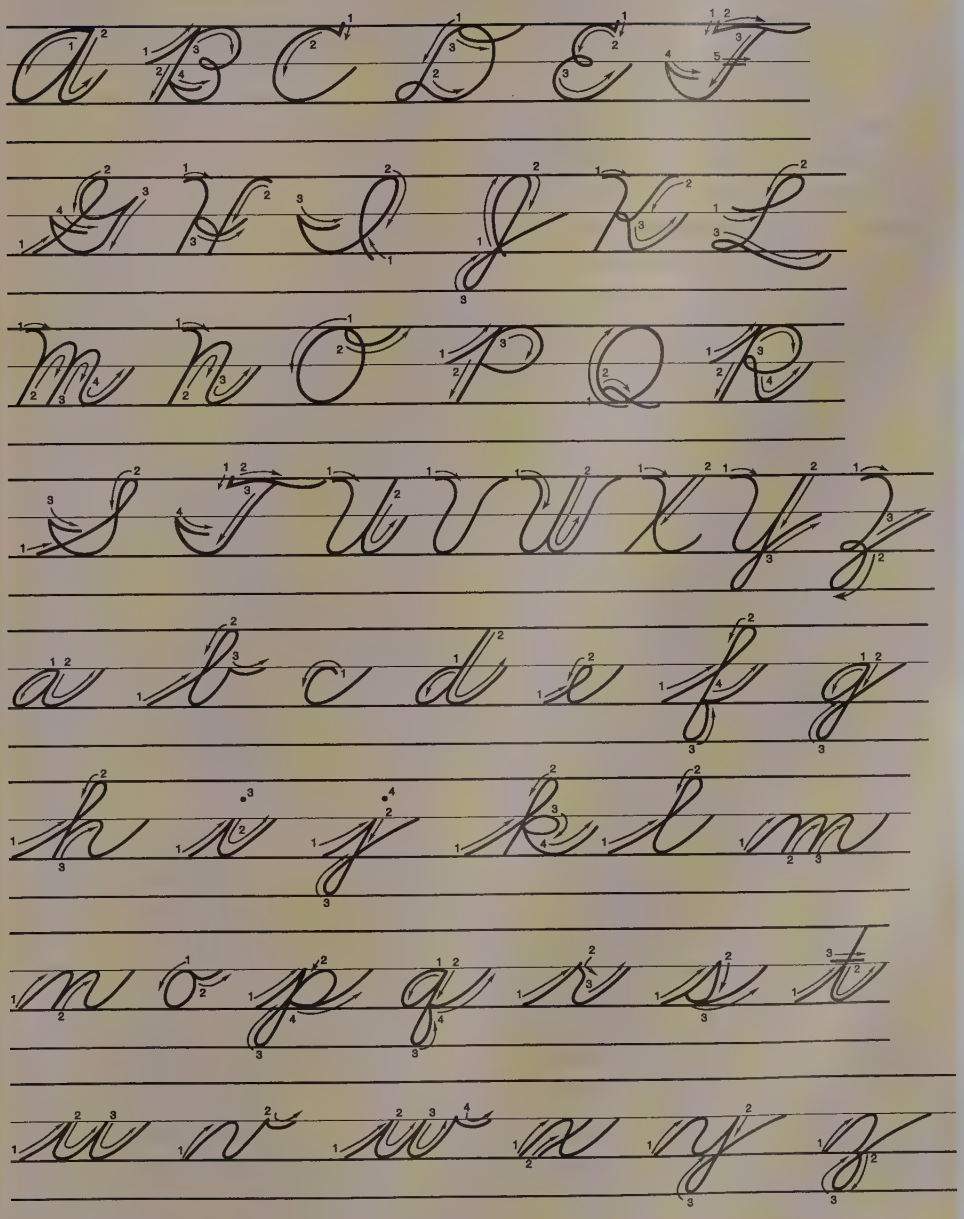


Print Letters



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Cursive Letters



Glossary

Key Vocabulary, Academic Vocabulary, Literary/Text Element Terms

The definitions included in this Glossary represent how the words are used in this student book. Many words have multiple meanings. These additional meanings can be found in a dictionary.

Glossary Pronunciation Key

- The pronunciation of each listing is shown in parentheses after the listing.
- The words below are examples of how each letter and sign is pronounced.
- The symbol (′) appears after a syllable with heavy stress.
- The symbol (ˈ) appears after a syllable with light stress.

For example: **pronunciation** (prə nunˈsē āˈshən)

a	map, flag	**k**	keys, sink	**TH**	the, mother
ā	gate, play	**l**	library, animal	**u**	run, son
ä	art, barn	**m**	math, room	**ü**	school, rude
â	fare, scared	**n**	nice, green	**ù**	could, pull
b	book, tub	**ng**	sing, hang	**v**	value, weave
ch	chair, teacher	**o**	hot, closet	**w**	watch, shower
d	desk, bald	**ō**	motive, polar	**y**	yes, employer
e	net, pen	**ô**	war, story	**z**	zip, stanza
ē	heal, scene	**ò**	fall, cause	**zh**	visual, conclusion
ėr	nurse, germ	**oi**	soil, annoy	**ə**	**a** in ability
f	fact, sofa	**ou**	proud, brown		**e** in liberty
g	go, bag	**p**	pillow, lamp		**i** in pencil
h	helmet, holiday	**r**	ruler, hair		**o** in dictionary
i	miss, image	**s**	sunny, class		**u** in injury
ī	wise, rhyme	**t**	time, weight		
j	jacket, subject	**th**	theme, truth		

How to Use the Glossary

The **entry** shows how the word is spelled.

The **pronunciation** shows how the word is pronounced and how it is broken into syllables.

The **definition** gives the meaning(s) of the word (as used in this student book).

- A yellow dot indicates a **Key Vocabulary Word.**
- A purple dot indicates an **Academic Vocabulary Word.**
- A green dot indicates a **Literary/Text Element Term.**

- **age** (āj) *noun* a time period in life
- **distinguish** (dis tingˈgwish) *verb* to see or understand differences
- **interview** (inˈtər vyü) *noun* conversation in which one person asks questions, and another person answers

The **part of speech** shows how the word is used.

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A

- **abolish** (ə bol′ish) *verb* to end something
- **accomplish** (ə kom′plish) *verb* to finish or achieve
- **achievement** (ə chēv′mənt) *noun* success; accomplishment
- **acknowledge** (ak nol′ij) *verb* to respond; to admit
- **activist** (ak′ti vist) *noun* a person who works at changing something, especially in politics
- **advocate** (ad′və kāt) *verb* to propose or support an idea
- **affect** (ə fekt′) *verb* to influence or have an impact on someone or something
- **age** (āj) *noun* a time period in life
- **analyze** (an′ ə līz) *verb* to examine something so as to understand what it is and means; to study
- **anxious** (angk′shəs) *adjective* worried; nervously fearful
- **approach** (ə prōch′) *verb* to move toward
- **argument** (är′gyə mənt) *noun* a reason given in order to persuade
- **arrangement** (ə rānj′mənt) *noun* something made by putting things together
- **assembly** (ə sem′blē) *noun* a grouping of people; a gathering
- **assume** (ə süm′) *verb* to believe something is true without knowing for sure
- **attitude** (at′ə tüd) *noun* an opinion or way of thinking
- **audience** (ȯ′dē əns) *noun* the group of readers an author is writing for
- **audition** (ȯ dish′ən) *noun* a performance as a tryout
- **autobiographical short story** (ȯ′tə bī əg ra′fi kəl shôrt stôr′ē) *noun* a short piece of fiction that comes from an author's experiences

B

- **ban** (ban) *verb* to block or prohibit
- **boxed item** (bokst ī′təm) *noun* a comment or activity that relates to but is separate from the main text; it often appears to the side of the main reading
- **boycott** (boi′kot) *noun* a refusal for political reasons to buy certain products or do business with a certain store
- **brochure** (brō shər′) *noun* a brief public document that communicates specific information
- **bullet** (bůl′it) *noun* a dot or small symbol used to create a list

C

- **cause** (kȯz) *noun* an event or action that produces a result

  ceremony (ser′ə mō′nē) *noun* a formal event, usually with rituals (customary words and actions done many times before)
- **challenge** (chal′ənj) *noun* a difficult task
- **character** (kar′ik tər) *noun* a person in a story

  cherish (cher′ish) *verb* to hold dear in one's mind
- **chronological order** (kron′ə lo′ji kəl ôr′dər) *noun* the order in which events happen
- **classify** (klas′ə fī) *verb* to divide things into groups so that similar things are in the same group
- **climax** (klī′maks) *noun* the turning point of a story, when the decisions or actions of the main character come together
- **coherence** (kō hîr′əns) *noun* clarity of order; having every sentence, paragraph, and section in an order that helps a reader to understand the subject
- **companion** (kəm pan′yən) *noun* a person who goes with another person

- **comprehend** (kom′pri hend′) *verb* to understand the meaning of something
- **complexity** (kəm plex′sə tē) *noun* a situation or condition with many difficult parts to it
- **concept** (kon′sept) *noun* a general idea that usually includes other related ideas
- **conclusion** (kən klü′zhən) *noun* something you decide is true after thinking about it carefully
- **conflict** (kon′flikt) *noun* a struggle between two opposing forces
- **connotative meaning** (kŏn′ə tā′tiv mē′ning) *noun* the images or feelings we attach to a word
- **consist** (kən sist′) *verb* to be made up of; to be composed of
- **context** (kon′tekst) *noun* the information surrounding a word or phrase that determines exactly how it is meant
- **contrast** (kən trast′) *verb* to compare two things as a way to show their differences
- **contribution** (kon′trə byü′shən) *noun* a giving of money, one's time, etc.; a donation
- **convince** (kən vins′) *verb* to cause someone to believe that something is true or worth doing; to persuade
- **corps** (kôr) *noun* an organized and often highly trained group
- **courageous** (kə rā′jes) *adjective* brave; able to face and overcome danger and/or difficulties
- **crisis** (krī′sis) *noun* an emergency
- **current event** (kėr′ənt i vent′) *noun* an activity happening at the present time
- **curriculum** (kėr ik′yə ləm) *noun* the courses offered at an educational institution

D

- **date** (dāt) *noun* an important day, month, and year
- **debt** (det) *noun* a sum of money owed to another
- **deduce** (di düs′) *verb* to reach a conclusion by reasoning
- **define** (di fīn′) *verb* to give the meaning of
- **definition** (def′i ni′shən) *noun* the explanation of a word or phrase
- **denotative meaning** (dē′nō tā′tiv mē′ning) *noun* a word's actual meaning
- **depressed** (di prest′) *adjective* saddened; in low spirits
- **derivative** (di riv′ə tiv) *noun* a word that comes from another word, sometimes in a different language
- **description** (di skrip′shən) *noun* vivid details that add interest to a narrative
- **destination** (des′tə nā′shən) *noun* a place where someone is going or something is sent
- **determination** (di tėr′mə nā′shən) *noun* strong will, conviction, or drive
- **device** (di vīs′) *noun* an electrical or mechanical machine; a tool or implement
- **dialogue** (dī′ə lôg) *noun* conversation between characters
- **dictionary** (dik′shə ner′ē) *noun* a book or computer program that provides definitions of words; most dictionaries also provide other information, such as a word's part of speech, pronunciation, and etymology (word origin)
- **difference** (dif′ər əns) *noun* something that distinguishes one thing from another
- **discouraged** (dis kėr′ijd) *adjective* feeling a loss of confidence or hope
- **disgrace** (dis grās′) *verb* to dishonor or bring shame to

A yellow dot indicates a **Key Vocabulary Word.**
A purple dot indicates an **Academic Vocabulary Word.**
A green dot indicates a **Literary/Text Element Term.**

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- **disheveled** (di shev′əld) *adjective* to have one's appearance (hair, clothes, etc.) in disorder
- **distinguish** (dis ting′gwish) *verb* to see or understand differences
- **distribute** (dis trib′yüt) *verb* to give out
- **droplet** (drop′lit) *noun* a small drop

E

- **effect** (ə fekt′) *noun* a result produced by a cause
- **embarrassed** (em bar′əst) *adjective* ashamed, self-conscious, ill at ease, uncomfortable
- **emphasize** (em′fə sīz) *verb* to place importance on
- **enforce** (en fôrs′) *verb* to make people obey (laws, rules, etc.)
- **engage** (en gāj′) *verb* to get and hold the attention of
- **enhance** (en hans′) *verb* to improve, add to
- **enlightening** (en līt′n ing) *adjective* giving greater knowledge
- **enrich** (en rich′) *verb* to add good things to
- **entangled** (en tang′gəld) *adjective* mixed in and caught by something else
- **enunciate** (i nun′sē āt) *verb* to speak clearly
- **equally** (ē′kwəl lē) *adverb* the same
- **equation** (i kwā′zhən) *noun* a mathematical statement that two amounts are equal
- **equivalent** (i kwiv′ə lənt) *adjective* equal; the same
- **escort** (es′kôrt) *noun* someone who goes with another as a guide, guard, or companion
- **establish** (e stab′lish) *verb* to found, create
- **etiquette** (et′ə ket) *noun* the correct and expected way to behave
- **event** (i vent′) *noun* a specific happening, particularly an important one
- **evidence** (ev′ə dəns) *noun* words, objects, or facts that help someone find the truth
- **evolve** (i volv′) *verb* to develop, change
- **exhausted** (eg zô′stid) *adjective* extremely tired
- **experiment** (ek sper′ə mənt) *noun* a test done to see if something works or happens
- **expert opinion** (ek′spėrt′ ə pin′yən) *noun* the opinion or belief of a person who knows a lot about a particular subject
- **export** (ek′spôrt) *verb* to ship from one country to another
- **expository text** (ik spoz′i tôr′ē tekst) *noun* a reading in which the author's goal is to inform or to describe

F

- **fact** (fakt) *noun* something that can be proven
- **factor** (fak′tər) *noun* someone or something that actively contributes to a result
- **fine-tune** (fīn tün′) *verb* to adjust slightly for a higher level of performance
- **first-person narrative** (fėrst′ pėr′sən nar′ə tiv) *noun* a story that is told by the main character who uses the first-person pronoun "I" to refer to himself or herself
- **figurative language** (fig′yər ə tiv lang′gwij) *noun* language that goes beyond the literal meaning of words in order to help the reader see an idea or subject in a new way
- **fluid** (flü′id) *adjective* smooth, graceful
- **formal style** (fôr′məl stīl) *noun* a serious tone
- **framework** (frām′wėrk) *noun* a structure used to support other things
- **free-verse poetry** (frē vėrs pō′e trē) *noun* poetry that may have rhyming words, lines with different numbers of words, and stanzas with different numbers of lines

G

- **garbled** (gär′bəld) *adjective* hard to understand
- **generosity** (jen′ə ros′ə tē) *noun* readiness to give
- **glisten** (glis′n) *verb* to shine, glitter, or sparkle, often as if from wetness
- **global** (glō′bəl) *adjective* relating to the whole world; worldwide
- **graduate** (graj′ü āt) *verb* to receive a degree from an academic institution
- **guarantee** (gar′ən tē′) *verb* to give a promise to do or provide something

H

- **heading** (hed′ing) *noun* a boldfaced word or phrase used to introduce or organize material into sections
- **historical detail** (hi stôr′ ə kəl di′tāl) *noun* an aspect of life in another time period, such as the way people lived, how they behaved, and what they wore
- **hum** (hum) *verb* to sing with the mouth closed
- **hyperbole** (hī pûr′bə lē) *noun* extreme exaggeration (figurative language)

I

- **identify** (ī den′tə fī) *verb* to recognize something and be able to say what it is
- **idiom** (id′ē əm) *noun* an expression or phrase that does not have the same meaning as its individual words
- **ignorant** (ig′nər ənt) *adjective* unknowing; uninformed
- **image** (im′ij) *noun* a mental picture of someone or something
- **immense** (i mens′) *adjective* huge
- **impose** (im pōz′) *verb* to place upon
- **impression** (im presh′ən) *noun* a feeling about someone or something
- **incentive** (in sen′tiv) *noun* something that makes someone work harder; motivation
- **incident** (in′sə dənt) *noun* an event or occurrence
- **indicate** (in′də kāt) *verb* to show or suggest that something else is true
- **infer** (in fûr′) *verb* to make a guess about something that is unknown using some information that is known
- **influence** (in′flü əns) *verb* to change someone's mind or to have an effect on something
- **innate** (i nāt′) *adjective* part of someone from birth; natural
- **intention** (in ten′shən) *noun* purpose, plan
- **interact** (in′tər akt′) *verb* to communicate with someone through words or actions
- **internal dialogue** (in tėr′nl dī′ə lȯg) *noun* the thoughts of the narrator revealed to the reader
- **interview** (in′tər vyü) *noun* conversation in which one person asks questions and another person answers them
- **introduction** (in′trə duk′shən) *noun* the part of a story where the characters, the setting, and the main problem are presented
- **invest** (in vest′) *verb* to put effort (time, money, energy, etc.) into something

J

- **jazz** (jaz) *noun* a form of American popular music
- **judge** (juj) *verb* to consider something and then give an official decision
- **justify** (jus′tə fī) *verb* to give a reason for an action

- A yellow dot indicates a **Key Vocabulary Word.**
- A purple dot indicates an **Academic Vocabulary Word.**
- A green dot indicates a **Literary/Text Element Term.**

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L

- **launch** (lônch) *verb* to start; to put into operation
- **lesson** (les′n) *noun* information to be learned with activities
- **locate** (lō′kāt) *verb* to find
- **logical** (loj′ə kəl) *adjective* showing good sense or reason

M

- **magazine article** (mag′ə zēn′ är′tə kəl) *noun* an informational text that presents nonfiction writing
- **main idea** (mān ī dē′ə) *noun* the most important, or central, message
- **measure** (mezh′ər) *verb* to find the size, speed, weight, etc., of something
- **memoir** (mem′wär′) *noun* a story from the life of an author
- **metaphor** (met′ə fôr) *noun* a comparison made by describing one thing as if it is another thing (figurative language)
- **mission** (mish′ən) *noun* the purpose of the business that a person or organization conducts
- **monologue** (mon′l ôg) *noun* a long talk by only one person, usually in drama
- **mood** (müd) *noun* the feeling an author wants a reader to experience while reading scenes or moments in a piece of writing
- **moral** (môr′əl) *noun* a lesson based on ideas about what is right or wrong
- **mortal** (môr′tl) *adjective* human; subject to death
- **motivate** (mō′tə vāt′) *verb* to give someone a reason to do something

N

- **narrator** (nar āt′ ər) *noun* the character or voice that tells a story
- **negotiate** (ni gō′shē āt) *verb* to reach an agreement through discussion
- **notation** (nō tā′shən) *noun* a set of symbols used to represent musical notes, numbers, etc.

O

- **obvious** (ob′vē əs) *adjective* easy to see or understand; clear
- **old-fashioned** (ōld′fash′ənd) *adjective* no longer in common use; out-of-date
- **onomatopoeia** (on′ə mat′ə pē′ə) *noun* words such as "buzz" or "hiss" that sound like their meanings
- **opinion** (ə pin′yən) *noun* a personal view or idea
- **organization** (ôr′gə nə zā′shən) *noun* the order, or structure, of the material presented in an article
- **outcome** (out′kum′) *noun* an end result or effect
- **outshine** (out shīn′) *verb* to perform better than someone else

P

- **pace** (pās) *noun* speed; the tempo of an activity
- **panel** (pan′l) *noun* a group of people chosen for a project or a discussion of issues
- **participate** (pär tis′ə pāt) *verb* to take part or have a role in an activity or event
- **particle** (pär′tə kəl) *noun* a very small piece of something
- **personification** (pər son′ə fi kā′shən) *noun* giving human traits and abilities to non-human things
- **place name** (plās nām) *noun* name of a location where an important event happened
- **plot** (plot) *noun* events in a story that happen in a certain order
- **possess** (pə zes′) *verb* to have; to own
- **predict** (pri dikt′) *verb* to say what will happen in the future

- **prestige** (pre stēzh′) *noun* qualities, such as excellent reputation, wealth, and power, that bring admiration or honor
- **primary source** (prī′mər′ē sôrs) *noun* a document created at the time of an event or quotations from a person who lived at that time
- **process** (pros′es) *noun* a series of actions taken to get a specific result
- **progress** (prog′res) *noun* advancement; movement toward a goal
- **promote** (prə mōt′) *verb* to support; to contribute to the progress or growth of
- **promotion** (prə mō′shən) *noun* movement to a new and better job
- **proof** (prüf) *noun* evidence that shows something is true
- **propose** (prə pōz′) *verb* to suggest or recommend
- **proverb** (prov′ėrb′) *noun* a saying that expresses a common truth
- **purpose** (pėr′pəs) *noun* the goal an author has for writing
- **pursue** (pər sü′) *verb* to chase; to go after someone to capture

Q

- **quarrelsome** (kwôr′əl səm) *adjective* always ready to fight about something
- **quote** (kwōt) *noun* an exact statement made by a person

R

- **random** (ran′dəm) *adjective* happening at any time; unplanned
- **range** (rānj) *noun* a variety of things, ideas, or products
- **rather** (raŦH′ər) *adverb* preferably
- **real-life example** (rēl līf eg zam′pl) *noun* a true experience that proves a point or provides a model for learning
- **reflect** (ri flekt′) *verb* to think deeply about
- **reform** (ri form′) *verb* to improve something that exists, especially government
- **relate** (ri lāt′) *verb* to connect
- **reluctant** (ri luk′ tənt) *adjective* concerned, afraid, or hesitant
- **repetition** (rep′ə tish′ən) *noun* using a word or phrase two or more times to make a point or to create a sense of rhythm
- **reputation** (rep′ yə tā′shən) *noun* an opinion about the quality of something, such as a person's character
- **resolve** (ri zolv′) *verb* to find a solution to a problem
- **resolution** (rez′ə lü′shən) *noun* the conclusion or final result of the story
- **resource** (ri sôrs′ or rē′ sôrs) *noun* a supply of support, money, knowledge, or anything needed
- **restate** (rē stāt′) *verb* to say something again
- **restriction** (ri strik′shən) *noun* a rule that limits something
- **reveal** (ri vēl′) *verb* to uncover something that is hidden or secret
- **rhyme** (rīm) *noun* words ending with a similar sound
- **rhyming poetry** (rīm′ing pō′i trē) *noun* poetry that uses rhyming words, with the same number of words or syllables in each line, and the same number of lines in each stanza
- **rhythm** (riŦH′əm) *noun* a regular beat within a line of poetry
- **rising action** (rī′zing ak′shən) *noun* the events that lead up to the climax of a story
- **root** (rüt) *noun* the basic part of a word
- **rupture** (rup′chər) *noun* a break or split in something

A yellow dot indicates a **Key Vocabulary Word.**
A purple dot indicates an **Academic Vocabulary Word.**
A green dot indicates a **Literary/Text Element Term.**

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S

- **sacrifice** (sak′rə fīs) *verb* to suffer loss, pain, or injury in order to achieve a goal
- **scientific experiments** (sī′ən tif′ik ek sper′ə mənts) *noun* tests done to see a result
- **select** (si lekt′) *verb* to pick or make a very careful choice
- **sequence** (sē′kwəns) *noun* a connected series of events or items, one following the other
- **setting** (set′ing) *noun* the time and place where the events of a story take place
- **shelter** (shel′tər) *noun* any building or covering (tree branches, a cave, etc.) that gives physical protection
- **simile** (sim′ə lē) *noun* a comparison of two different things by using like or as (figurative language)
- **slew** (slü) *noun* a lot; a large amount of something
- **slim** (slim) *adjective* thin or slender
- **snare** (snâr) *verb* to get or catch
- **solution** (sə lü′shən) *noun* an answer to a problem or a way to solve a problem
- **spectacle** (spek′tə kəl) *noun* a strange or amazing sight
- **speech** (spēch) *noun* a formal or informal presentation made by one person before an audience of any size
- **stalk** (stȯk) *noun* the stem of a plant
- **standard** (stan′dərd) *noun* something against which other things or ideas are measured
- **stanza** (stan′zə) *noun* group of lines in a poem or song that share a subject or a theme
- **stomp** (stomp) *verb* to step down strongly with the foot
- **stroll** (strōl) *verb* to walk in an unhurried and relaxed way
- **structure** (struk′chər) *noun* the way that the parts of something are put together or organized
- **stunned** (stund) *adjective* surprised or shocked; made speechless
- **suffix** (suf′iks) *noun* a word part that is added to the end of a word
- **summarize** (sum′ə rīz) *verb* to make a summary or a brief account of a reading
- **summary** (sum′ə rē) *noun* a brief statement that covers the most important features of a reading selection
- **summon** (sum′ən) *verb* to call or send for
- **support** (sə port′) *verb* to agree with or advocate; to back up with information
- **supporting detail** (sə pôr′ting dē′tāl) *noun* any information that relates to the main idea and helps you understand it
- **supporting material** (sə pôr′ting mə tir′ ē əl) *noun* evidence that proves statements are correct
- **symbolize** (sim′bə līz) *verb* to represent, stand for, or suggest something else

T

- **template** (tem′plit) *noun* a guide with codes, symbols, etc.
- **testimonial** (tes′tə mō′nē əl) *noun* a direct quote from consumers or participants who share positive experiences with a company or its product
- **theme** (thēm) *noun* the main message or point that an author wants a reader to take from a story
- **thesaurus** (thi sôr′əs) *noun* a reference book that provides synonyms, or words that are the same or similar in meaning
- **timid** (tim′id) *adjective* easily frightened; shy; hesitant
- **tireless** (tīr′lis) *adjective* dedicated

- **tone** (tōn) *noun* an author's overall attitude toward the reader or the subject he or she is writing about
- **tournament** (tėr′nə mənt) *noun* a competition with a series of events leading to a winner or winners
- **tradition** (trə dish′ən) *noun* a custom or belief that is passed on from one generation to another
- **transform** (trans fôrm′) *verb* to change from one shape or appearance to another
- **trek** (trek) *noun* a long, difficult journey
- **trigger** (trig′ər) *verb* to cause something to start

U

- **unity** (yü′nə tē) *noun* the sense that all of the material in an article is related or connected in some way
- **universal** (yü′nə vėr′səl) *adjective* found or practiced everywhere

V

- **valid** (val′id) *adjective* based on sensible reasoning
- **vapor** (vāp′ər) *noun* a gas, mist, haze, or fog that is barely visible
- **vast** (vast) *adjective* wide in area
- **violate** (vī′ə lāt) *verb* to break or disregard, as in a rule or a law
- **visual aid** (vizh′ü əl ād) *noun* a picture, drawing, or a chart that helps you understand what you are reading
- **vocabulary** (vō kab′yə ler′ē) *noun* a group of words, often related by subject matter
- **voice** (vois) *noun* characteristics of a narrator

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ISBN-13: 978-1-4240-0892-6
ISBN-10: 1-4240-0892-1

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